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# Commonwealth of Massachusetts

Executive Office of Education

## Atlantis Charter School

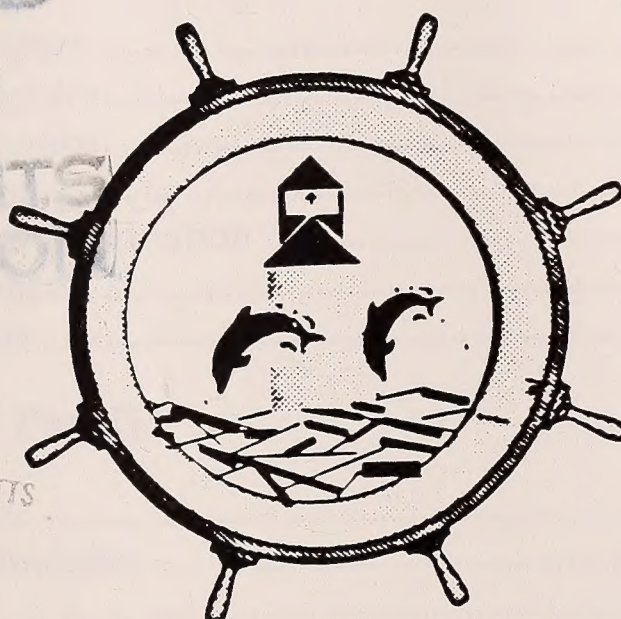
### Application

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EXECUTIVE OFFICE  
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**Atlantis Charter School**

Fall River, MA

**Atlantis Charter School Corporation**

a subsidiary of

**The Fall River Regional Task Force, Inc.**

64 Durfee Street

Fall River, Massachusetts 02720

© Pending

**Piedad F. Robertson, Secretary of Education**

One Ashburton Place, Room 1401

Boston, Massachusetts 02108







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## Mission Statement

# PART I

## 1. Mission Statement







# Part I

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## 1. Mission Statement

*Describe the core philosophy or underlying purpose of the proposed school.*

The people of Fall River, Massachusetts have responded to the public school crisis. For the past several years, we have made a concerted effort to reform and improve our schools, both to better prepare our young people for a productive life in our modern society and to strengthen our city. Although proud of our past efforts and resulting achievements, we are excited about the challenge which the opportunity for a charter school presents. Within the past thirty months, we have committed fully to the objectives of GOALS 2000: Educate America. We have embarked on an ambitious and comprehensive community effort to bring that vision to life. Our Charter School Proposal is an important step in bringing about the type of public school institutional reform to which we are committed.

The Atlantis Corporation, a subsidiary corporation of the Fall River Regional Task Force, Inc., will establish a charter school in conjunction with a community-wide collaboration consistent with the Education Reform Act of 1993. This is an effort to change traditional public education into a successful enterprise for students, their families and the business/social community.

Our basic concept is a new paradigm to develop a design not only to completely restructure the school system, but the growing-up experience.

While learning is at the center of what we intend to do, our vision embraces and transforms the entire community and virtually all its human service provider institutions. As illustrated in the story about Maria (which follows on page 6), we are approaching this from the perspective of the learners, rather than the service providers. That critical shift in viewpoint is our new paradigm. Our intent is to institutionalize this philosophy in our community so that responsive change is a continuing process.

### **The School as a Family Learning Center**

Our Charter School as a Family Learning Center will provide all necessary services, far beyond strict academics, to ensure that urban youth learn successfully.





- The FLC will coordinate health, nutrition, social, and parent education services -- from public and private agencies -- to ensure their accessibility to enrolled families. A student service center will be an ongoing institutionalized component of the FLC.
- Providers of day care and pre-school programs will also collaborate to ensure that all siblings of students have access to high quality childhood learning.
- The Atlantis FLC will offer a curriculum based on validated, current research and supported through rigorous staff development. Progress will be monitored, assessed at specified benchmarks and tracked against world-class achievement standards.
- Governance of our FLC will be through shared decision-making involving staff, parents and community.

## PHILOSOPHY

**A new theory of energy:       $E = MC^2$**

Where:      **E = Education**  
                  **M = Money**  
          and      **C = Commitment**

Our young people must be equipped with the habits of the mind and habits of the heart that will enable us to aspire and achieve greatness by...

- enabling students to become life-long learners and acquire the knowledge, skills, abilities, attitudes, and values that contribute to a healthy society, viable democracy, and a prosperous and self-sustaining economy;
- maximizing each student's full learning potential, thereby changing the definition of academic competition;
- providing extra support for the key transitions of young people, not just from school to school, but from school to work, school to home, school to community, and adolescence to adult responsibilities;
- creating new institutional relationships to strengthen the support for children and their families;





- enhancing the growing-up experience;
- holding teachers and school administrators accountable for students' educational outcomes;
- integrating the curriculum to emphasize school to work transition and incorporating Educate America: FR 2000 goals and the SCANS curriculum;
- inculcating new perceptions of life-long learning by creating teams of administrators/teachers/parents/students who all learn together;
- fostering vigorous, integrative leadership, supportive and exhortative, by transferring "ownership" and by generating a flexible and creative democratic framework and process that binds all stakeholders productively

## **Breaking the Old Mold**

The traditional school system is centered on inputs and service providers, mostly the teachers. Great attention is paid to material's selection, curriculum design, and bureaucratic rules and regulations. Teachers are regarded as the active persons and their performance is systematically evaluated, but to little consequence. The learners are expected to be quietly passive and little attention is usually given to what they are doing, unless they are acting disruptively. The system makes little accommodation for individual differences and needs. Student outcomes are thought to be mostly a result of innate intelligence and effort. Schools of education teach educators not only to accept failure, but to actually expect it.

## **Our Vision is Outcome-Based and Learner-Centered**

Our approach to change is to draw from the past and to merge it with a new vision which expresses the noetic principle required to fuse tradition with a sense of destiny. We begin with the premise that learning must be an active, shared experience and that the system must be structured to make it clear what is to be learned and then provide the environment, the activities, the materials and resources, the time, the instruction, the support, the feedback -- everything needed to make the experience successful for each and every student.

The Atlantis Charter School as a Family Learning Center will provide everything necessary for every child to learn to full potential and to leave school well-equipped for adult life as a productive worker and responsible citizen. At the same time, our approach will set high expectations for families and students to understand and assume responsibility for the role they play in their own learning and success in life. This approach of high expectations, high content, and high support for families and





children is seen in all aspects of our school reform effort in Fall River, and most particularly within the concept of the Family Learning Center as the focus of that effort in the form of our Charter School.

Learners will become active constructors of knowledge rather than passive recipients of information. Eventually, they will help shape the curriculum as they help decide what they need to know for their life and career goals, how best to learn, and what is needed. Learners will increasingly rely on their own internal and external resources as learners, gradually needing less support from the FLCs as they reach adulthood. As they mature, these students will become the active, involved citizens giving support and direction for the education of the next generation of young learners.

In the Atlantis FLC class size will average 16, as compared to 28 in the Fall River system. Classes will feature full integration of all children, including all those with Level 1 and 2 special needs, in heterogeneous learning groups of a developmental level. Labeling of children, long-term remedial placement, and retentions will be avoided. It will be assumed that all children can learn at high levels in a range of areas and that cultural disadvantages and even organic disabilities can best be overcome when children are in the mainstream. Individuals will be carefully monitored, through portfolio assessments, and through temporary, flexible (sometimes multi-age) groupings by interest or ability. Short-term, intensive interventions, such as the Reading Recovery program, which focus on returning the child to the mainstream, will be emphasized as appropriate.

The curriculum will be designed jointly by staff and parents of the FLC and by the Education Institute. We will access and adapt national and international models that have been, or are being developed to our theme. Certain curricular emphases and delivery methods will be central to the initial curriculum design. These are summarized here:

Overall, our design will emphasize student as learner, teacher as facilitator. Teaching by simply telling is an obsolete practice that must give way to instructional strategies, such as cooperative learning that emphasize higher-order thinking skills and engage students in creative thinking and active problem solving. All teacher preparation and development programs must be based on this concept.

The curriculum will be integrated. The curriculum must engage students in active, rather than passive learning and provide all students with hands-on experiences in solving real community problems. All aspects of the curriculum must be integrated so that students learn concepts from a variety of perspectives. According to Shoemaker (1989), an integrated curriculum cuts across traditional subject-matter lines; it brings the various aspects of the curriculum into meaningful associations with one another by focusing on broad areas of study; and it facilitates holistic learning experiences which more nearly reflect the real world. To various degrees, the following elements will be part of the integrated curriculum: Whole Learning;





Cooperative Learning; Resource Based Learning; Hands-on Instruction; Inquiry Learning; Problem Solving; Heterogeneous Group; Peer Coaching; all underpinned by Critical Thinking and Writing Across the Curriculum. This curriculum will focus on student outcomes to assure that graduates have the necessary thinking, writing, speaking, listening, decision-making, problem-solving, critical thinking, creative thinking, computer, interpersonal, and information-gathering skills to function effectively in our society of the future.

This restructured curriculum will be based on competency levels rather than traditional grade levels. The proposed curriculum for our Family Learning Center sequence as articulated in the Life-long Learning Strategic Plan, developed by the Coalition and adopted by the Fall River School Committee, contains six mastery levels: early childhood, master levels 1, 2, 3, a 4th level ending in a Certificate of Initial Mastery, and the 5th which ends with a Certificate of Advanced Mastery. We envision the Atlantis Charter School operating initially at the early childhood, first, and second levels, and expanding annually to ultimately include all levels. We intend to develop competencies based on the SCANS recommendations for each level. Students will progress at their own pace, advancing academically only by mastering the required competencies in each level. They will be grouped by age for social reasons and academically based on their progress through the required mastery levels. For example, the goal for Stage 2 (8, 9, and 10 yr. olds), will be to ensure students have needed skills for independent learning as they enter adolescence.

This should be a solidifying experience and one of continuing affirmation of the students' ability to acquire learning on their own. Content in all disciplines will focus on such areas as study habits; finding, summarizing, and reporting information; working collaboratively to solve problems; and recognizing and pursuing personal interests. Other stages will be defined by similarly focused goals. Level 5, devoted to preparation for life and career, for example, will provide intensive study in preparation for work, further technical training, or college and will also structure students' community participation and service in preparation for a rich civic, cultural, and intellectual life.

We present here our vision of how we will make that happen, told from the perspective of the learner. Maria's story begins at birth and emphasizes her learning experience. Our charter school will embrace this vision of education.





## **Maria Theresa's Fall River Learning Experience**

### **Fall River, Massachusetts**

### **The Year 2000**

My name is Maria Theresa and I am six years old. I was born in 1994, one year after my parents immigrated to Fall River, Massachusetts from the Azores. My father, Manuel, works as a seasonal landscaper and is unemployed about five months every year. My mother, Alda, stitches in one of the last needle-trade factories in the city. Both have an education, acquired in the Azores, equivalent to the traditional American sixth grade. Although they speak some English, Portuguese is still spoken in our home. My parents work hard and don't want to be on welfare. They hope for a better life for me and my three older brothers.

When my mother became pregnant, her doctor asked permission to notify the neighborhood Family Learning Center (FLC). An outreach counselor soon called my mother to explain the services offered by the Center, including: a nutrition and exercise program, a childbirth program, a parenting program, and arrangements for child-care beginning at six weeks. Learning that my parents were immigrants, the counselor also explained the availability of literacy and citizenship preparation classes.

So my mother could continue working, I was placed in the FLC nursery six weeks after I was born. I received expert and loving care from the staff, which included students from the Early Childhood Center at Bristol Community College and people from the Grandparents Program who became like an extended family to me. My brothers were enrolled in "after-school" programs chosen by my parents from many available. My oldest brother, who was having trouble with math, became a whiz at backgammon. My middle brother, who loves gardening like my father, almost took over the greenhouse which is part of the Center's science program. My youngest brother, who is fond of cooking, learned fractions by figuring out recipes, and became the best brownie maker in the East End. We apply our learning to real world responsibilities.

My mother became involved with the Parents Council when I was about three years old. She enrolled in the Parent's Program at the Education Institute to become eligible for election to the FLC's Management Team. Her Certificate Program included training in small group decision-making, strategic planning, governance of policy-making boards, understanding local politics, and several programs about education, curriculum, learning styles, and site-based management. At the Institute she met several teachers taking courses offered by the Professional Development Program. She was surprised to encounter her factory manager who was preparing to teach after his retirement the following year. Mother was selected to participate in an Institute R & D project to evaluate the progress of the Family Learning Center programs. She worked with famous professors from important universities who were also involved.





When I was at the Getting Ready Level, my friends and I conversed in both English and Portuguese, as the Center's bilingual program began language instruction for English-speaking children at an early age. I was learning English fine, but my friends had trouble with Portuguese and asked me to help them -- we work well in teams.

I receive regular physical and dental checkups in the clinic which operates one day each week at the Center. I also eat two or three meals a day there, depending on my family's needs. My father spends many hours at the Center during his unemployment, completing a literacy program and then an Academy Certificate (like the old GED, but personalized to each individual's needs, and well respected by business and the military). He wants to begin his own landscaping business and is acquiring business and computer skills by attending workshops at the FLC offered through the Small Business Development Center from U. Mass.-Dartmouth. My mother is also enrolled in an Academy program, but she wants to become a teacher's assistant so her time is divided between the Academy and Bristol Community College.

Although my father studies hard, mother learns easier and faster than he does. He sometimes becomes discouraged and drinks too much. Mother recently went to an Al-Anon meeting at the Center for guidance and help with this problem.

When I was five, a young woman who worked at a bank became my mentor. She was released from work for up to four hours every two weeks to volunteer at the Center, read to the children, and meet with me alone. I would tell her "secrets" that I didn't want ANYBODY to know. When my Cambodian friend told me she didn't celebrate Christmas, I was confused. My mentor explained about Buddha and I was eager to tell my family about this different religion.

I will have the same teachers for several years. Rather than being "taught" discrete subjects, our teachers organize learning experiences that combine several subjects, provide "hands-on" experiences, and make us think. The teachers regularly participate in professional development programs at the Education Institute where they learn new techniques and ideas. When our Principal left, a Master Teacher temporarily filled-in and a retired business executive volunteered her time to help manage the FLC until a replacement was found.

My parents will become U.S. citizens in a few weeks. I occasionally attended citizen preparation classes with them and remember asking my "social studies" teacher about the Bill Of Rights. She brought up a really old movie for me to watch on the computer called "Gideon's Trumpet." I didn't understand all of it, but I told my mentor afterwards that "life, liberty and happiness were important human rights, and that people better vote." That's what my parents will be able to do soon. The Judge will swear in all the new citizens at the Family Learning Center. We will learn more about what that means in the next several weeks. My brother, Fernando, as





part of his community service project, is helping make arrangements to cater the celebration.

The results from my standardized tests just came in. Our progress reports are based on the national assessments administered by the Department of Education as part of the GOALS 2000 program, and on an individual assessment of each student's achievement and understanding. Our parents are also assessed. Those combined assessments, known as the Atlantis Report Card, are shared with the Fall River community. The Research and Development program of the Education Institute tracks the data and our progress. Since the Atlantis Charter School opened in 1995, significant progress has been made every year. The dropout rate at the Atlantis Academy is now just under 5%. The literacy rate of the population has increased at a steady five percent per year, and attendance at local theaters and concerts has increased at the same rate. Our progress -- and my family's, too -- is also demonstrated through our personal/family portfolios where we keep copies of all our individual and family projects and other work.

I'm looking forward to the intermediate level of our Atlantis FLC. Our "social studies" curriculum at the Intermediate Family Learning Center is micro-society based; another curriculum component is technology-based; another emphasizes applied skills in arts and crafts; and still another is an international learning center. When we visited the technology-based center, I was intrigued by the Columbus project. Four students were talking with the teacher about the assigned group reports on Columbus' life and times. The students used the multimedia station in the room, located and loaded the GTV videodisc, and opened "Showmaker." They quickly completed a search on the word "Columbus," and watched one of the video clips which they found. They expanded their search to include "Spain" and "New World." Then they divided up their work, each assembling a portion of the group presentation.

I am interested in attending college. One brother is about to enter the Academy (formerly known as the high school). Having overcome his analytical skills (math) problem, he will attend the Technology Program and is interested in construction engineering. He will spend a good deal of time at Bristol Community College. When he receives his diploma, his skill level will be equivalent to what was called an Associate's Degree back in 1990.

It is now the year 2040. I still live in Fall River, Massachusetts. My first job was with the National Geodetic Administration which established its New England branch office in the city because of the caliber of entry-level workers. I teach in a learning center and direct the Fall River Cultural Center. I have just completed my fifth term on the Fall River City Council and, although I am very busy, I serve as a mentor and advocate at the FLC near my home. The Atlantis concept was ultimately adopted by the Fall River Public School System. My two children attend the nearby University. They learn through interstellar quark discs, and laugh when I tell them about our fiber optic network. One brother has just been awarded the contract to build a new





learning center. Another brother owns one of the finest restaurants in the area, which specializes in Portuguese cuisine. My third brother works with my oldest brother and is the landscaping engineer on his construction projects.

Fall River has become a "break-the-mold" community, a world model for education. Our Education Institute is world famous -- as a new model for education administration, as a leading teacher (learning facilitator) preparation institution, and as a community enterprise, where business and labor, government, parents and families all share responsibility for our children's education.

The median education level in Fall River has increased from 9.3 to 13.5 years during the last five decades. Six fortune 500 companies have located branches in the city. Things have definitely turned around. And our community continues to change, improve, grow, and flourish.





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## **2. School Objectives**

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## 2. School Objectives

- A. *What are the school's broad academic objectives for student learning?*
- B. *Describe any non-academic goals for student performance.*
- C. *What type of community environment do you hope to foster at your school?*

Our Charter School will be based on our vision of the Family Learning Center. Its theme will be the sea.

*"You cannot discover new oceans unless you have the courage to lose sight of the shore."*

- individuals will be prepared for life and work in the 21st century. They will be knowledgeable, self-disciplined individuals who recognize responsibility for life-long learning, and possess strong analytical, interpersonal and communication skills, and an understanding and commitment to social justice, civic responsibility and ethics;
- learners will have high level competency in core subject areas;
- students will be expected to take responsibility for their own lives, to acquire and produce knowledge independently, to think critically and creatively, and to be capable of solving problems;
- school responsiveness will be based on a comprehensive and accurate data-information retrieval system about learners and their families;
- the school will operate within an environment of equal educational opportunity which celebrates diversity and global understanding;
- the school will provide a high-tech educational environment consisting of computers, fiber optic network, virtual reality, etc. to ensure a high-tech workforce;
- parental involvement and community involvement will be a foundation for all it does;

Operationalization of these goals leads to a series of expected school objectives which contain elements of effectiveness, empowerment, and expectations.





### **Effectiveness:**

- A school whose staffing is not traditional.
- A school whose curriculum does not duplicate what has failed in the mainstream schools.
- A school whose methods of instruction are individualized to learners.
- A school which is cost effective.
- A school which engages in prevention, not remediation.
- A school which includes a stimulating curriculum to keep students interested.
- A school which is autonomous from political interference in its hiring and other personnel practices.

### **Expectations:**

- A school which will save students.
- A school which cares about students' personal lives.
- A school which is interesting.
- A school which is discipline-based in terms of structure, not in terms of sanction.
- A school whose assessment component will not be based on traditional definitions of success.
- A school which combines education with training, applied skills and life skills.
- A school which will start small, be successful and build later as its successes multiply.
- A school which understands the implications of size, student body, class size, etc.
- A school which is underpinned by a philosophy which understands the needs of students, educationally and emotionally.





- A school which accepts the student where s/he is with respect to learning style, ability so that the student feels that acceptance.
- A school where there is emotional, administrative and financial support for staff.
- A school where the entire community affirms its commitment to the school's values and principles.
- A school where students are grouped in the most effective way possible (not merely according to age).
- A school where there is a sense of investment and commitment from the organization itself.
- A school where the curriculum is tailored to individual student's needs.
- A school where the student/teacher ratio allows for individual attention.
- A school where the business community is truly committed and involved.
- A school where staff development is considered a guiding principle.
- A school which acts as an integrating force in the community.

#### **Empowerment:**

- A school where students receive individualized attention.
- A school where students feel included.
- A school which is physically and emotionally safe.
- A school where everyone shares in the decision-making.
- A school where structure is what evolves and not what is there to constrain.
- A school where social and interpersonal skills are presented in a meaningful way.





- A school where values clarification and role modeling are part of the curriculum.
- A school where students are highly motivated by built-in incentives.
- A school which deals with the life-issues of students.
- A school where parental involvement is crucial to its success.

### **The FLC as Total Family Support Center**

Learning does not take place in isolation. The Family Learning Center concept acknowledges the lamentable demise of the nuclear family, and thus becomes an extended family for the learner. Traditional schools have long performed these duties ad hoc. Because they are not formally institutionalized and funded as part of the school system, however, these duties have invaded and supplanted the curriculum to the detriment of the learner. The Atlantis Family Learning Center will incorporate these responsibilities into the overall design.

As the focus of all supportive and social services, we intend to link the Atlantis FLC through a computer network via fiber optic cable to all relevant agencies.

Charlton Memorial Hospital has been exercising leadership in creating an implementation design for the integration of health and social services for our family learning center concept. They have recently purchased and implemented a mobile van which brings medical services directly to various schools, primarily screening services. We will extend that design to conduct on-site medical and dental services through a student center. We will also work with the Fall River Family Services to provide the social services needed. Linkages and service coordination will be arranged through the FLC, so that referrals of children and families will not be between agencies but to services within the FLC. Educational, social-emotional, and health services in varied sites throughout the community, will be provided to child and parents in a unified way, staffed by personnel jointly funded by relevant agencies.

### **The FLC as Focus for Coordinating All Educational Programs**

The FLC will ensure continuity among all community education providers and thereby continuity in the educational life of the child and family. Changes in society have resulted in much discontinuity for children, and this is especially true in cities like Fall River with many high risk youngsters. Parents, baby-sitters, day care centers, pre-school programs, after-school care, social services, health care providers, and the schools, each play a part in the life of the child, during any one day. From the perspective of the child, this well-intentioned network of services often





translates into an array of stressful changes and conflicting expectations. We have already seen how the concept of the Family Learning Center can work, given the experience of the Coalition for Excellence in Education's work with the Robeson Family Learning Center. Families have been responsive; the community has been responsive; the children are beginning to flourish. Unfortunately, the greatest impediment to success has been the institutionalized recalcitrance of the school system and its political imbroglios. That fact is what propels our quest for a charter school. The charter school will carry on the concept at an advanced level (the Robeson FLC is currently K through 2) without the political interference and political trappings of the current school system. We believe that a charter school outside of the Fall River school system is the only way to demonstrate the success of the Family Learning Center model.

The discontinuities endemic to the political system and cited above, will be addressed by our forming close ties with the family as the center of the child's experience. Parent outreach and involvement have become increasingly important. Not only does the literature cite the validity of this approach, we have evidence of its success at the Robeson FLC. Community linkages help provide better coordinated services and avoid wasteful duplication of effort. The pioneering nature of our Family Learning Center concept is that it addresses discontinuity by seeking totally different relationships -- organic rather than constrained. The FLC will not be narrowly a public school seeking to connect with other stakeholders in the community; the stakeholders will create and govern the Atlantis FLC. The curriculum of our FLC will specify not only what the teacher will teach, but also what is offered by all other education providers, including programs, parents, and members of the community. And the Education Institute will ensure that everyone has the proper training, knowledge, and support to carry out their responsibilities.

### **Parents as First and Most Important Teachers**

A progressive effort, continuing through the school life of the child, will develop parents as the first and most important teachers. Parents will know they are part of the curriculum and that success depends upon their involvement. Outreach, as we have already implemented at the Robeson FLC, will include personal contact. Classes in literacy, knowledge of the curriculum, and job and life skills will be offered through the Education Institute. The community college, library, and businesses will be encouraged to extend adult learning opportunities. We will also provide a track for parents within the Education Institute which will address skills needed for the FLC governance such as, learning about the Education Reform Act, small group decision-making, parliamentary procedure, etc.



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### **3. Statement of Need**

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### 3. Statement of Need

*A. Why is there a need for this type of school?*

*B. Explain why a charter school would help to effectively address this need?*

During the last decade, the extant literature pertaining to the state of American education has been replete with cogent arguments regarding the need to restructure the United States' education system. The Carnegie Report, "A Nation at Risk" stands as a lightening rod to those arguments. From a national perspective, then the need to restructure education is viewed as necessary to sustaining American civilization, particularly as it pertains to our ability to compete in a global economy, ensure the integrity of the competitive marketplace and to sustain the viability of our representative democracy. In those terms, then, one might conclude that the need to restructure American education is in reality World War III.

These national imperatives are, of course, pertinent to any local city or town. And, as in the case of Fall River, local economic, political and social attributes build an even stronger case for public school reform, and most particularly for the strategy of a charter school to meet its challenge.

Fall River is an old, industrial city located in Bristol County in southeastern Massachusetts. It has experienced a 13% decrease in population since 1975, primarily in the 20-60 age group. Many young, educated professionals have left to find work in their chosen fields. Hundreds of well-paying manufacturing jobs have been lost in recent years with the preponderance of new opportunities consisting of minimum wage retail and service jobs. It is estimated that nearly 15% of the city's population have incomes at or below poverty. The current unemployment rate is 8.5, compared to the national average of 6.1 (November 1993).

Our community is 100% urban. It has been a major center of immigration for Portuguese families coming primarily from the Azores with a recent influx of Asians, primarily Cambodians. Most arrive with limited or no English language skills. Recently Hispanic and African-American families have also settled in Fall River.

The population is not well educated. The 1990 census indicates that, of those aged 25 or older, 13% had only an elementary education; 38% attended junior high and/or high school but did not obtain a high school diploma; 23% graduated from high school; and only 6% graduated from college.





The Fall River Public School System operates and maintains 34 schools in the community - one comprehensive high school, four middle, and 29 elementary schools, with a total student population of 12,500. The annual budget is approximately \$46 million with per pupil expenditure of \$3,990, a full third less than the state average of \$6,170 (1992).

The student population presents a significant educational and social challenge. Forty percent of the school-age population (5,000 students) can be classified "at risk;" 27% of students have separated or divorced parents (an increase of 7% since 1980); 9% were in foster homes or had one deceased parent; and 36% come from homes where a language other than English is spoken.

During the past five years, the number of African-American students is up 82%, Asians up 261% and Hispanics up 541%. Students whose first language is Portuguese make up 28% of the total student population, an increase of 7% in the past five years. Fifteen percent of all Fall River births are to teens (1989) compared to 8.5% in the Commonwealth overall.

On the Massachusetts Educational Assessment Program administered in 1989-90, student achievement was below the statewide average for proficiency in the four subjects:

	Grade 4		Grade 8		Grade 12	
	% of FR	% State	% FR	% State	% FR	% State
Reading	84	91	71	85	74	82
Mathematics	89	95	82	90	75	84
Science	89	94	79	89	79	87
Social Studies	91	93	76	88	75	84

Scores on the Scholastic Aptitude Test for high school students were: Verbal-376, Math-406 and Total - 782. The dropout rate is currently about 30%.

In spite of these rather dismal statistics, some progress has been made. The high school dropout rate at 30%, is a reduction from 50% in 1983. Increased numbers of graduates are going on to college (from 49% to 64%); and reading and writing scores have improved on the basic skills statewide tests.

There is also a history of successful innovation in Fall River and the above-cited statistics demonstrate significant progress in recent years. But the pace of change has been too slow, and the types of change too timid. We believe that much more is





possible. We further believe that the Charter School concept is the vehicle to drive the public school system to greatness.

This will not be the first time that Fall River has been on the cutting edge of educational innovation. We were the first Massachusetts city to purchase textbooks for public schools, the first to establish all-day kindergartens and the first community to establish community scholarship foundations. The Citizens Scholarship Foundation of Fall River has been replicated nationally and has raised more than \$210 million during the last 30 years (half of which was raised during the last four years). We were the first school system nationally to integrate students on the basis of English language proficiency and our John E. Boyd Center for Childhood Development was one of the first to establish an early childhood educational program using the ANISA model.

Our collaborative culture, as demonstrated by the development of our systemwide strategic plan for the public schools, our New Generation of American Schools Grant FOCUS-21, the public-private sector relationships, high rates of volunteerism and community participation (the only community in Southeastern Massachusetts to consistently reach 100% of its United Way goal) and past and present educational innovation, demonstrate that we have the capacity and the will to establish and develop an outstanding charter school. We envision Atlantis Charter School as a classic center of education that will enable the public, parochial and vocational/technical school systems to be challenged rather than threatened by its success, thereby making available to all the children of the city the opportunity for educational excellence that is their birthright.

The General Court, as a result of advice from experts in the field of education, provided that the establishment and management of charter schools be placed outside the control of the local school systems in the communities or districts where they are located. Fall River, like so many other communities nationwide, is involved in the day-to-day struggle to balance the exigencies of educating children of different talents and traditions with the economic reality that quality education does not come cheaply. High unemployment and a dwindling tax base has forced Fall River into decisions involving education that other, more affluent communities, do not have to make. Despite the influx of state aid and education reform money, Fall River has not always had the luxury of being able to apply this bounty directly into the quest for educational excellence. We see the introduction of the charter school into Fall River as a way to provide the type of educational lighthouse that state officials envisioned when it challenged cities to establish this innovative educational opportunity for children around the state. We see it as a beacon and not a burden in the race toward raising the level of educational attainment throughout the city.

although the obstacles to educational excellence have been many, varied and vexing, the city has shown significant progress over the past decade. The advances have come because parents and community groups have become involved and have challenged





the city's educators to increase their efforts to bring a love of learning to all our children.

Progress has been slow. Yet the fact that Fall River has been able to avoid the stagnation that has stultified so many other school districts, is a solid basis for hope and promise. We believe a charter school can build on the indomitable spirit of Fall River and can help hasten the change which is crucial within our city.

As we see violence begin to creep slowly into our community during recent months, we realize that we must begin to cobble classrooms filled with the spirit and appreciation of peace and free of prejudice. The Atlantis Charter School will be a place where ethnic and social differences will create curiosity and not conflict. We hope to train men and women who see no wisdom in war and who labor actively for peace. Books, we believe, are the only effective shields against bullets. History shows us the folly of hate.

A charter school would be run by individuals, the governing body, the principal, the teachers, and the staff who would be professional and competent. The essence of our school will be its singular focus on the children. Atlantis Charter School will provide responsible role models who encourage a constructive work ethic and educators who preach the gospel that the joy of learning is a lifelong source of spiritual satisfaction.





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**Other Supportive Material**

**Regarding Need**

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# Charter school opposition astounds Task Force head

1-10-94

By KATHLEEN DURAND  
Herald News Staff Reporter

FALL RIVER — The president of the Fall River Regional Task Force says he's amazed, but not discouraged, by the School Committee's opposition to its proposal to open a charter school here.

Julien F. Paul, Task Force president, is the leader of a subsidiary corporation the Task Force formed in November to apply for a charter school under the Education Reform Act.

The proposal is meeting with opposition from the Fall River Educators Association, Administrators Association and Teacher Assistants' Association as

well as from the School Committee. All of them object that the public school system could lose up to \$1 million in state funds that would be channeled into a charter school.

The School Committee, acting on motions by member Thomas M. Gibney, voted Monday night to voice opposition to any private group attempting to start a charter school here and to give the Task Force until the end of February to vacate space it now uses in the school system's Magnet Program office on Durfee Street.

Paul said the Task Force has a desk in the Magnet offices, and

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See CHARTER, Page 5

## Charter: Opposition was expected

From Page 1

will simply relocate to an office it has on the second floor of the same building. The building is the property of Bristol Community College. The school system rents space in the building from BCC.

"I would suggest if Mr. Gibney or any member of the School Commit-

tee, individually or collectively, feel the Education Reform Act is erroneous or misguided in its enactment of legislation that allows for establishment of charter schools, their complaint is with the General Court, not with me," said Paul.





*Editorial 1/16/94*

## OUR VIEW

# Obstructing the process

When the Fall River School Committee voted on Monday to oppose any private group attempting to start a charter school here, it voted against the state's fledgling Education Reform Act.

Not that committee members don't have a right to take issue with some of the components of ed reform, but they must understand that the beef is with ed reform, not those embracing it. And they must understand that retaliation against others is inappropriate.

The Coalition for Excellence in Education, a branch of the Fall River Area Task Force, announced recently that it was forming a separate corporation to apply for a charter school permit.

At Monday's meeting Committee member Thomas M. Gibney introduced a motion, which passed 6-1, to oppose the CEE's or any other group's charter school application. Gibney said he and other members were concerned that money to start the schools would be siphoned off what would otherwise go to existing schools. The Education Reform Act will allow up to 25 public charter schools to open next September.

The School Committee's concern about funding for existing public schools is understandable. But members should not allow that concern to derail ed reform. While it is still unclear where money for charter schools will come from, Committee President Patrick J. Foley said the act may be amended so that charter schools can be funded without taking money away from public schools. In the meantime,

the concept should not be completely abandoned.

But even more stubborn than the board's refusal to accept the notion of charter schools was its vote to evict the Task Force from space it uses at the Magnet program offices on Durfee Street.

Again Gibney introduced the motion, arguing that while the Task Force has done a lot of work for Fall River schools in the past, it is now betraying the city by working for a charter school. "It was helpful in the past. Now it appears to be a group what will take \$1 million away from our school," Gibney said, likening allowing the Task Force to remain in school space to "inviting a pickpocket to spend the night in your house."

That motion, which passed 5-2, seems born of pure vengeance. The Task Force is pursuing an option - charter schools - that the state Legislature hoped would serve as an example to other public schools. Despite the School Committee's sentiments, locating a charter school in Fall River would be a plum for the city. Indeed it's more than a little disturbing that the School Committee is not leading the charge for such attempts to improve education here.

One thing that just about everyone looking at education in American agrees upon is that change is needed to improve our schools. It is a shame that the board responsible for education in Fall River is standing in the way of that change.





12/6-94

# Mixed grades

Proponents say charter school criticism ignores potential gains

By KATHLEEN DURAND  
Herald News Staff Reporter

FALL RIVER — The first charter schools in Massachusetts aren't due to open until September 1995, and there's no guarantee that one of them will be located in Fall River.

But the fact that a community organization hopes to open a charter school here is already coming under fire. Public school officials, all but one school board member and unions representing school personnel see a charter school as a threat to school funding. They maintain that it could take as much as \$1 million away from a public school budget that they say is already inadequate.

Some critics also maintain that charter schools will really be elitist private schools funded with public money.

The state Education Reform Act, approved last June, allows up to 25 charter schools to open in September 1995 as independent public schools serving as models for innovative education.

Two months ago the Fall River Regional Task Force formed a new subsidiary known as the Atlantis Charter School Corp. for the purpose of applying for a charter school. John R. Correiro, the city's former school superintendent, is corporation president.

The School Committee voted 6-1 last Monday to record itself as opposed to any private group attempting to start a charter school. Committee Vice Chairman Patrick J. Foley cast the only no vote.

The Education Reform Act says the school district in which students attend a charter school reside will pay the charter school an amount equal to the average cost per student in the school district. If 200 students attend a charter school, acting Supt. James M. Gibney estimates the public school system will lose between \$800,000 and \$1 million.

## School: Mixed grades for charter idea

But Correiro and other proponents say money taken out of the public school budget for a charter school would be money for improvement of education for Fall River students.

As the Legislature set the charter schools up, Correiro noted, "The money follows the student. The state is saying it's the child's money, not the school system's."

Atlantis Charter School Corp.'s proposal may not win the required approval of the state education secretary, Correiro said, "but a group of us is going to try."

He said he has devoted his entire career to trying to make things better for kids, and just because he's no longer superintendent of schools doesn't mean he plans to stop doing that. Correiro resigned in August to become director of the New England Desegregation Assistance Center.

Correiro says he would rather see a group of volunteers from the community, as opposed to a profit-making organization, run a charter school.

"My involvement is a natural part of what I did all my career. I'm committed to giving kids the opportunity for an alternative education, to a new model that pays more than lip service to parent and community involvement," Correiro says.

"I'm not saying everything the public schools do is wrong, but a lot of what they do is too slow," he adds.

State Rep. Edward M. Lambert Jr. of Fall River was closely involved in developing the education reform legislation. Lambert says he supports the charter school concept and thinks it should be given a chance to work.

"I can say with good conscience it can be used positively," says Lambert.

Stressing that he was speaking from a state perspective, Lambert said, "A school system may lose money to a charter school, but the community will not. A charter school is a public school. I do not support public funds for private schools."

In communities with charter schools, the public school system will lose a certain number of students and a certain amount of money, he notes, but the public school system will also be relieved of the responsibility of educating those students who transfer to the charter school.

Observing that "innovation is hard to accept," Lambert says he can understand the School Committee's position, "but the charter school provision is an opportunity, a limited opportunity, to experiment and to provide a new element to the mix. It's an opportunity to be creative."

Since the first charter schools won't open until September 1995, Lambert

says there's time to look at how they will be funded.

"The whole idea is to foster competition," he says. "The intent is not to take away money from school systems trying to improve themselves. Ultimately, I think charter schools can help the public schools."

Julien Paul, president of the Task Force and one of the people working on a charter school proposal for Fall River, says a charter school wouldn't take any money away from a child, but would take it away from the control of the public school administration.

"The Task Force helped create a new school, the Henry Lord Middle School, and now we're in the middle of a program that would create a new school sorely needed by the community," Paul said. "None of us, as volunteers, has anything to gain. But the kids have to get a fair shake."

Paul says the education reform law gives any organization the right to apply for a charter school.

"The Legislature must have expected someone to try to do this. There's no guarantee you'll get a charter school here, but you certainly won't get an opportunity to open a school if you don't try," Paul says.

Peter C. Cross, president of the Fall River Educators Association, says he is in favor of the Task Force and its subsidiary, the Coalition for Excellence in Education, "but I don't think the purpose of the Task Force is to take money away from the city."

Cross adds, "The question is, Who's going to pay? I'm not opposed to charter schools, except that they will be in conflict with public schools."

He maintains that whatever services and programs charter schools can offer can be offered through the public schools.

Since only five other states have passed charter school legislation, Cross says charter schools are an untested, unknown entity. "We need X amount of money to run our schools. We can't afford to lose any," he says.

Acting Supt. Gibney had a similar reaction. "We can't operate with what we have now. To lose \$1 million, we'd have to lay off 50 people, and we can't have that," says Gibney.

Experimentation is a good idea, says Marjorie Condon, the School Department's director of curriculum, "but it upsets people that the school system can't participate." She says there is also concern that charter schools, by their nature, would have entrance standards that would exclude academically poorer students and students with special needs, who are the most costly to educate.



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## **4. School Demographics**

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## **The Mount Auburn Associates Draft Report**

For your review, we are enclosing in the Appendix a copy of a draft report which was requested by the Fall River Office of Economic Development and the Mayor's Office. This report just became public on Sunday, February 13, 1994, when the Fall River Herald News began publishing its findings in a seven-part series.

The Task Force and its Coalition for Excellence in Education has been working on various aspects of school reform for more than one decade. The writing of this proposal has been approximately a six month process, although much of the groundwork has been laid by our previous work on the FOCUS - 21 Grant and our Life-Long Learning Strategic Plan.

We include the Mount Auburn Report as an affirmation of many of the recommendations which we have made to the School Department during the past year. For example, last July, the Coalition specifically recommended that a one-person change-agent, a professional from outside of the School Department, be employed immediately to implement the Strategic Plan. The idea was rejected in place of a seventeen-person committee which is trying to accomplish that task.





#### 4. School Demographics

- A. Describe the area where the school will be located. If a facility has already been secured, please state so.*
- B. Why was this location selected? Are there other locations suitable to the needs and focus of the school?*
- C. Describe any unique characteristics of the student population to be served.*
- D. What is the school's anticipated enrollment?*
- E. What grade levels will be served? How many students are expected to be in each grade or grouping?*

Ultimately, we intend that our school be located in an area at or very near to the Fall River Waterfront. Because of the theme of our school's being "The Sea," it follows logically that we want the school to be located near the waterfront. The waterfront also contains several buildings which will play an important role in the collaborative effort of the Atlantis Charter School. The U.S.S. Battleship Massachusetts, our Peace Site and the nexus of our Humanities Program, is located at the waterfront (along with several other naval ships, which contain museums about the Second World War as well as a variety of resources to teach about navigation etc.) The H.M.S. Bounty, which is to be used for our summer Seaboard 21 program is also located in this area. The Marine Museum is likewise located on the waterfront. It is an important resource for local maritime history. Heritage Park, the site we intend to use for our applied and performing arts program, is also located on the waterfront.

We have not as of this date secured a site. We discuss potential buildings under Section 15.

This general location of the city was selected because it provides a number of valuable resources endemic to our curriculum, and because it enables us to use the downtown area as a campus. For example, until we get a permanent building (or perhaps even after), the YMCA which is close by could be used for swimming instruction and other areas of physical education; the library (although we intend to be technologically cutting edge) is close by; the armory is close by.

There are other locations in the city which would be suitable to the needs of the school. For example Dave's Beach area which is owned by the Boyd Center is an area of eight acres and borders a large pond. This could potentially be a site.



The most unique attribute of our student population is that they will mirror the demographics of the FR public school system. We are not trying to create an elite school.

The school will ultimately enroll 650 students in grades K-12. In September 1995, 300 students in grades K-5 will be enrolled. In September 1996, 50 students will be added (grades K-6); in 1997, 50 students will be added (grades K-7); in 1998, 50 students will be added (grades K-8); and in 1999, 50 students will be added (grades K-9) totaling 500, and so on until the full complement of 650 students (K-12) is enrolled.



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## **5. Recruiting and Marketing Plan**

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## 5. Recruiting and Marketing Plan

- A. Demonstrate how you will publicize the school to attract a sufficient pool of applicants.*
- B. Specifically, what type of outreach will be made to potential students and their families?*

We will employ the full array of print and electronic media, engage in a focused public relations effort, including speaking at various organizations, and open a Parents and Community Resource Center (patterned after the FR Magnet Schools Parents Centers for their Schools of Choice Program) which will be located at the FR Regional Task Force/Coalition/Atlantis Office. We are moving to a new location in an easily accessible location (directly opposite a large factory outlet shopping mall) with ample parking. The building will be signed appropriately. Our Center will contain a variety of materials dealing with school reform as well as specific material which we will develop pertaining to the Charter School. We intend to make a short video of about 10 minutes in length which will explain and help recruit for the Charter School. It will be available for viewing at the Resource Center and through distribution from the Library and other appropriate locations. We intend to generate news stories and place ads in the local newspaper. We intend to use the local cable television for recruitment. We intend to use a downtown billboard for recruitment. We also intend to use our Coalition mailing list and newsletter as a vehicle. We will also make available recruitment material to be published in the house organs of various corporations. We will develop a specific brochure for distribution. We will also use a speaker's bureau and speak to all parents' groups, including the PTO's, the Magnet Parents Council, and use our Parents Involvement Network to disseminate information. We intend to continue our staff person position (currently under a Learning Together Grant) which acts as an outreach worker to families at the Robeson Family Learning Center. One of its programmatic responsibilities will be recruitment of students for the Charter School. All material will be multi-lingual and reflect the diversity of the community.

Because we are not a "new" group in the community, we have established legitimacy and credibility with the media, with parents, and with other community organizations. We will also attempt some innovative outreach. e.g. asking the local gas or electric company to enclose a one-page recruitment brochure in their bills during a certain month. Our Board of Trustees will form a particular working group to focus on this responsibility. It will be chaired by Kathleen Harrington, R.S.M. who has thirty years experience in outreach, recruitment, etc. for child care programs and has a highly successful track record in this area. (See her complete vitae in Appendix Section).



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## **6. Admissions Policy**





## 6. Admissions Policy

*A. Describe the admission methods and standards you will use to select students.*

*B. Explain how these policies further the mission of the school in a non-discriminatory fashion.*

- Admission will be on a voluntary basis with priority given to children who reside in the city of Fall River.
- Sibling preference will be given.
- If demand warrants, a lottery will be conducted with diversity as its guiding principle. The lottery will be conducted in conformance with the Fall River desegregation plan which provides equity of school access to racial and linguistic minority students. The student body will reflect the diversity of the community in every way possible. The lottery will be conducted in accord with Chapter 71, Section 89. The purpose of the lottery will be to assure diversity.
- The main attributes which we will seek in our students are interest, desire, and commitment from student and his/her family.

The student and her/his family will be asked to enter a compact in order for the child to attend the school. There follows an example of some elements of that Compact (in the sense of the Mayflower Compact) which are meant to be illustrative, but not necessarily inclusive.

### **The Atlantis Student Compact**

I pledge to do everything to the best of my ability at home, in class, and in society, and to strive to meet the philosophies and objectives of the Atlantis Charter:

1. Uphold the Code of Honor and Discipline
2. Conform to the Atlantis Dress Code (uniforms)
3. Assist other students with their studies and social problems in which they may have difficulties or deficiencies
4. Uphold the attendance policy which requires that a parent/caretaker of record call in to explain any absence



5. Limit television viewing to a maximum of 10 hours per week which will be limited to shows listed in the Atlantis Children's TV Guide.
6. Contribute two hours per month in some form of volunteer activity in support of the Atlantis Charter School
7. Work with my parents/caretakers for at least one hour per day on items related to the Atlantis Charter School (homework, etc.)
8. Adhere to the Atlantis philosophy of respect and civility towards all
9. Respect the rights of others in terms of culture, race, and gender
10. Strive to become a model citizen

### **The Atlantis Parent/Caretaker's Compact**

We pledge to do everything to the best of our ability at home and in society, and to strive to meet the philosophies and objectives of the Atlantis Charter:

1. Uphold the Code of Honor and Discipline
2. Conform to the Atlantis Dress Code (uniforms) in compliance with MGL Chapter 71
3. Uphold the attendance policy which requires that a parent/caretaker of record call in to explain any absence
4. Limit television viewing to a maximum of 10 hours per week which will be limited to shows listed in the Atlantis Children's TV Guide
5. Supervise and assist with all homework and related activities on a daily basis (one hour minimum)
6. Participate in at least four Parents'/Caretakers' Workshops annually, one of which must be the Television Viewing Workshop
7. Participate in any programs which are appropriate to enhancing family life
8. Communicate with the school any changes in family life or behavior of the student which may affect her/his learning
9. Attend Parents'/Caretakers' Conferences and make the student's home accessible to teachers/outreach workers for conferences
10. Reach out to other Atlantis children and their families when they need help with their studies

Our school is not intended to be an "elite" school in any sense of the word. Our goal is to embrace all children and give them an educational experience which will



enhance their lives. We believe that every child should have this opportunity as an inalienable right. The strength of the public school system should be to celebrate and derive strength from diversity. Our students will reflect that ethic in structure, composition and behavior. We will adhere to the desegregation plan between the City of Fall River and the State Board of Education which provides equity of access for all students through controlled choice. We will conform and adhere to every civil rights principle embossed in federal, state and local ordinance as well as the spirit of human rights as an ethical and moral imperative.





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## **7. Profile of Founding Coalition**



## **7. Profile of Founding Coalition**

- A. Describe the make-up of the group or partnership that is working together to apply for a charter.*
- B. Discuss how the group came together, as well as any affiliation with existing schools, educational programs, businesses, non-profits, or any other entities or groups.*
- C. Include any plans for further recruitment of founders or organizers of the school.*

### **THE FALL RIVER REGIONAL TASK FORCE, INC.**

and its subsidiaries

**THE COALITION FOR EXCELLENCE IN EDUCATION: FR 2000**

and

**THE ATLANTIS CHARTER SCHOOL CORPORATION**

The Fall River Regional Task Force, Inc. was activated in 1974 and incorporated in 1977. It is a broad-based organization representing leaders from both public and private sectors, including business, labor, governmental, financial, and educational institutions. It is funded entirely privately through cash contributions of members and area firms and organizations. It serves as a resource to bring together private and public sector leaders to identify problems and render solutions. It is action-oriented and has undertaken the reorganization of city government and the upgrading of the public school system's building plant, which included successfully leading two local bond referenda and the oversight of building a new middle school, among other activities.

### **Historical Context**

Beginning with the Carnegie Report "A Nation At Risk", the issue of the state of public education has made its way to the top of the public agenda at the national, state and local levels. Recently, other scholarly studies like "America's Choice: High Skills or Low Wages" as well as best sellers like "Savage Inequalities" have pointed out the relationship between the nation's economic stability, potential for maintaining its standard of living as well as its continued viability as a





representative democracy, and the state of public education. For several years, the FR Regional Task Force as well as the local Chamber of Commerce, through its Education Committee, had been arguing that the status of local economic development could not be separated from the state of local public education. In early 1991, a third group, an informal "kitchen cabinet" to the mayor, known as the Focus Group, also decided that the upgrading of the public education system should be a priority. Because membership in the Focus Group included leaders from both the Task Force and Chamber, an instant collaboration took place.

Both the Chamber and Task Force Boards voted to form a coalition for the purpose of reforming the local public school system; thus the Coalition for Excellence in Education was established.

During the last two decades, the Task Force has undertaken many major projects, many of which have been related to the public school system. For example, in 1983 it undertook a comprehensive study of the system's school building needs. Since 1984 and culminating in 1992 (when the building opened) the Task Force undertook the advocacy and the supervision of the building of a new middle school. That effort involved two successful school bond referenda. During 1991, the Task Force updated the 1983 report; the 1991 report, which anticipates the implementation of concepts like student service centers, is referred to as "The Ganbatte Report." Because the Task Force experienced some resistance from the School Committee's adoption of the "Ganbatte Report, " it began to reconsider its role regarding the school system. From those discussions, the idea of holding a summit of education stakeholders was initiated.

In April 1991, the Coalition secured the services of Janet Reingold, educational consultant of Washington, D. C., to assist in planning a city-wide conference of educational stakeholders. The National Business Alliance model was used as an organizing vehicle. In June 1991, three hundred educational stakeholders, representing every facet of community life, were invited to a one-day conference entitled The Fall River 21st Century Leadership Meeting. While the Conference was being planned, President Bush announced his America 2000 Plan which was then folded into the Leadership Meeting's agenda. The Conference, attended by nearly two hundred individuals, first listened to a variety of speakers regarding the state of public education in general and specific to Fall River. The afternoon was spent in small working groups, each considering the following topics: Adult Literacy and Lifelong Learning, Early Childhood Development, Community Involvement, Curriculum Development and Teacher Preparation, Parental Involvement, School Assets and Technology, School Management and Accountability, and Social Services Integration. A reporting out session and the adoption of the America 2000 goals completed the conference. Next, each group was assigned a leader who took responsibility for the working group's agenda which was to flesh out recommendations and a time frame for implementation. In the meantime, the School Committee adopted the America 2000 goals, becoming the first community within the Commonwealth of Massachusetts to do so.





Working Group Leaders met every two weeks to monitor overlap and progress within each group. The Steering Committee also met to set broad administrative goals for the Coalition. Working groups met as needed.

On October 21, the Coalition reconvened for its second 21st Century Leadership Meeting. Congressman Barney Frank was the keynote speaker. Each Working Group Leader provided an update on progress of their group. Also in October, the Coalition Steering Committee met with Massachusetts Secretary of Education Piedad Robertson to inform her of the Coalition's work. In addition, a televideo conference with Governor Weld and U.S. Secretary of Education Lamar Alexander took place. Fall River presented its school reform process, the only community in the Commonwealth invited to do so.

On November 19, 1991, the Coalition held its third 21st Century Leadership Meeting. S. Paul Reville, Executive Director of the Massachusetts Business Alliance for Education and Representative Edward Lambert, Jr. presented the Alliance's legislative school reform package, "Every Child A Winner" and its legislative progress and prospects.

On November 20, 1991, the Coalition Steering Committee established a Design Implementation Team to meld together the various recommendations from the Working Groups into a coherent package. At this time the New Generation of American Schools Corporation issued an RFP for "Break the Mold 21st Century Schools." The writing of that proposal provided an important opportunity to develop the Coalition's vision of the ideal school.

## **NEW GENERATION OF AMERICAN SCHOOLS PROJECT: FOCUS-21**

The Fall River Regional Task Force, representing the Coalition, submitted a proposal to the New Generation of American School Corporation. Based on the work of the Coalition, that proposal, FOCUS-21, centers on A Family Oriented Curriculum, for Us, and for the United States, for the 21st Century. FOCUS-21 shares a vision of a learner-centered community, one in which new institutional relationships -- in fact, new definitions of traditional institutions -- strengthen the supports for our children and families, one in which high expectations and clear goals are established for all stakeholders -- every citizen in our community. Our Family Learning Centers would comprehensively serve the educational, developmental, health, nutrition, social and emotional needs of young children and their families, becoming the new extended family for all. The FOCUS curriculum, incorporating the five core subjects of English, math, science, history and geography would be integrated and experiential; students would be workers and active constructors of knowledge, and teachers would be learning facilitators. Assessment





learning facilitators. Assessment would be competency-based. All Centers would be equipped with appropriate technology.

An innovative Education Institute would build capacity and provide support for the Family Learning Centers. The Education Institute would replace the central administrative structure of the present School Department. The Institute would provide: professional development, curriculum leadership, community involvement, institutional integration, research and development, dissemination and administration.

On the basis of their previous work and the FOCUS-21 proposal, the Working Groups produced individual strategic plans in Spring 1992. The Implementation Design Team met and produced a comprehensive systemwide strategic plan in Summer 1992. The Strategic Plan was accepted by the Fall River School Committee on March 16, 1993.

In addition, the Coalition's work has been the recipient of several grants which are providing seed money to develop a model Family Learning Center. The Coalition has also participated in several national and regional conferences regarding school reform. It publishes a quarterly newsletter to inform the community about its activities.

Until the Fall of 1993 the Coalition was an active partner in the Robeson Family Learning Center.

The Coalition was responsible for establishing an advocacy/monitoring program so that at-risk students will be assigned a mentor, both for general advocacy and specific career-orientation purposes.

Yet another area of responsibility concerned the establishment of comprehensive management information systems, the need for an office of institutional data as it pertained to the development of a Community Report Card. The "Ganbatte Report" calls for an Early Childhood Development Center in each of the City's four public school sectors. This concept would link the recommendation of providing a HeadStart Program for all three-year olds as well as the integration of social services within the schools. And, all this was planned with a sensitivity to the growing diversity of the Fall River population, which includes increasing numbers of African-Americans, Hispanics, and Cambodians, along with an ever-increasing number of its majority/minority Portuguese immigrant population.

During this time, leadership of the Task Force decided that the Coalition which had been established to focus on school reform should be set up as a subsidiary corporation of the Task Force. This corporate arrangement would both allow the legitimacy and the history of the Task Force to provide substantive and symbolic support to the Coalition, but it would also separate the school restructuring process from other programs of the Task Force. It is this evolutionary and developmental process that provided the initial conceptual framework for our vision of our Charter School. The New Generation





process that provided the initial conceptual framework for our vision of our Charter School. The New Generation Proposal focuses on the traditional elementary level. Our Charter School proposal extends the concept and contains an implementation design for our Family Learning Center concept as it would manifest itself over the entire span of the growing up experience. In November of 1993, the Fall River regional Task Force formed a second subsidiary corporation, Atlantis Charter School Corporation, specifically to apply for and establish a "new" charter school under the Education Reform Act of 1993. Leaders of both the Task Force and the Coalition provide the Charter School leadership. A complete history of the Task Force and its subsidiaries, the Coalition for Excellence in Education: FR 2000, and the Atlantis Charter School Corporation is contained in the Appendix.



JULIEN F. PAUL

BOX 2029  
FALL RIVER, MA 02722  
508 679-3037

Education:

Graduate University Of Massachusetts  
Southeastern Massachusetts University

Experience:

1947-1987

Textile Chemist, Davis Mills Corporation  
Chief Chemist, Davis Screen Printing Corporation  
Director Of Research, Davis Screen Corporation  
Assistant Manager, Davis Screen Corporation  
Manager, Northern Textile Chemical Corporation  
President, Northern Textile Chemical Corporation  
Vice President, United Merchants And Manufacturers  
President, Roma Chemical Corporation

1987-1994

Vice President, Number One International, Inc  
Vice President, One By One, Inc.  
Finance Manager, Franciscan Brothers  
President, Computer Security Service  
President, Medical Image Management, Inc.

Other Activities:

Professional

Fellow, American Association For the Advancement Of  
Science  
Fellow, American Institute Of Chemists  
Fellow, Royal Chemical Society  
Member, American Association Of Textile Chemists And  
Colorists  
Member, American Chemical Society  
Member, Royal Society Of Dyers And Colourists





JULIEN F. PAUL  
BOX 2029  
FALL RIVER, MA 02722  
(508) 679-3037

Member, Association Of the Textile Chemists Of France

#### Civic Activities

President, Fall River YMCA  
Charter President, Fall River Junior Achievement  
President, USS Massachusetts Memorial Committee  
President, Marine Museum  
Trustee, Southeastern Massachusetts University  
Treasurer, Family Service Association  
Director, University Of Massachusetts Textile  
Advisory Council  
Treasurer, Bristol County Development Council  
Treasurer, Big Brothers-Big Sisters  
Director, Southeastern Massachusetts University  
Alumni Association  
Vice Chair, Fall River Chamber Of Commerce  
Trustee, Fall River Five Cents Savings Bank  
Chairman Auditing Committee, Fall River Five Cents  
Savings Bank  
Advisor, Diman Regional Vocational High School  
Advisor, Bishop Connolly High School  
Director, Fall River Rotary Club  
President, Fall River Regional Task Force  
Vice President, Atlantis Charter School



BERNARD F. SULLIVAN  
1725 Robeson Street  
Fall River, MA 02720  
(508) 673-6127

**PERSONAL:**

Date of Birth: October 6, 1933  
Place of Birth: Fall River, Massachusetts  
Marital Status: Married to Rosanne (Souza) Sullivan

**WORK EXPERIENCE:**

Jan. 1959 - July 1969 - Roman Catholic Priest

July 1969 - Sept. 1969 - Reporter for the Gallagher Report, New York City, New York

Sept. 1969 - Oct. 1971 - Reporter on State Staff of the Providence Journal-Bulletin

Oct. 1971 - March 1973 - Bureau Manager of South County Office of the Providence Journal-Bulletin

March 1973 - Feb. 1975 - Assistant State News Editor of the Providence Journal-Bulletin

Feb. 1975 - March 1976 - Dayside Metro Editor of the Providence Journal-Bulletin

March 1976 - Dec. 1977 - Assistant City Editor of the Evening Bulletin

Dec. 1977 - June 1988 - Massachusetts News Editor of the Providence Journal-Bulletin

June 1988 - March 1994 - Editor of The Herald News of Fall River

April 1994 - June 1994 - Consultant and Grant Writer for The John E. Boyd Child Care Centers, Fall River

April 1994 - Public Information Special for the Greater Fall River Chamber of Commerce, writing material for Fall River Celebrates America, a summer waterfront festival.

May 1994 - July 1994 - Advertising consulting work for Media Concepts, Freetown, Massachusetts





July 1994 - August 1994 - University of Massachusetts Dartmouth.  
Instructor in English for Camp Success, a program for  
disadvantaged high school students from Fall River and Taunton.

July 1994 - Public Information Specialist for Medical Imaging  
Management Inc., Fall River, MA

Sept. 1994 - Grant Writer and Public Information Specialist for  
University of Massachusetts Dartmouth's Department of Continuing  
Education.

Sept. 1994 - Organizer and Public Information Specialist for  
Neighborhood College in New Bedford, an attempt to bring  
educational opportunities into the poverty pockets of the city,  
under the auspices of the Continuing Education Division of UMD.

Sept. 1994 - Nov. 1994 - Victory '94 Massachusetts Democratic  
Party - area press representative for the campaign of Sen. Edward  
M. Kennedy.

#### EDUCATION:

1947 - 1951 - Monsignor James Coyle High School, Taunton,  
Massachusetts

1951 - 1955 - St. John's Seminary, Brighton, Massachusetts  
Bachelor of Science in philosophy

1955 - 1959 - St. John's Seminary, Brighton, Massachusetts  
Master of Arts in Theology

#### SPECIAL ASSIGNMENTS:

I have been a columnist for the Sunday Providence Journal, the  
weekly supplements of the Journal-Bulletin and wrote the  
Massachusetts page cover column each Monday.

As Massachusetts News Editor for the Journal-Bulletin, I was  
responsible for assigning all news coverage of the state with a  
concentration in Greater Fall River and the Greater Attleboro  
area. I pre-edited stories and submitted the news budget for each  
weekday, Sunday and for the supplements.

As Editor of the Herald News, I was responsible for the entire  
editorial operation of the newsroom and the editorial content of  
the paper. I administered a seven-figure budget, I worked with  
all departments of the newspaper.

I do a great deal of public speaking and am considered an  
excellent after-dinner speaker.





I wrote a weekly column in the Herald News on Sundays that dealt with local issues and local people.

I lecture often on local history. I am frequently asked to speak at city and social functions and would rank myself as one of the best orators and story tellers in the area.

#### RELATED WORK:

1975 - 1976 - Journalism Instructor at Rhode Island College, Providence, Rhode Island.

1976 - 1978 - Writing professor at Roger Williams College, Bristol, Rhode Island. Private tutoring in my home for writing students in a special directed studies program.

1978 - 1979 - Writing seminars at Bristol Community College, Fall River, Massachusetts

1990 - 1991 - Weekly commentary at the end of the news program on Greater Fall River Cable Company's Channel 13.

1991 - 1992 - Taught Introduction to English and American Literature at Fisher Junior College, Fall River, Massachusetts

1992 - 1993 - Taught a course at Bristol Community College entitled, "Writing From Experience."

1992 - 1993 - Taught writing and literature courses at Fisher Junior College.

Sept. 1994 - Dec. 1994 - Taught Feature Story and Article Writing Course on the campus of Cape Cod Community College for University of Massachusetts Dartmouth.

1994 - Contracted to handle community relations for Greater Taunton Health and Human Service Coalition, under a grant from Citizens for Citizens. Will involve seeking to establish support for all the health and social action programs for the needy and disadvantaged in Greater Taunton area and supervising the Newsletter and Annual Report.

1995 - Contracted to teach spring courses called "Writing About Popular Cultures" at satellite campuses at Cape Cod Community College and Attleboro High School. Both are offerings of UMD.



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## 8. Timetable

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# Timeline of Activities Supported by F.R. Regional Task Force, Inc. on behalf of Atlantis Charter School

Private Funds Needed - Start-up  
no State Funds Available

State Funding Begins 7/9/95

November/December 1994		Jan 1995	Feb 1995	Mar 1995	Apr 1995	May 1995	Jun 1995	Jul 1995	Aug 1995	Sep 1995
Atlantis Resource Center Opens  (Family Outreach Center/Parent Center/Community Center for Educational Reform Sources)		Student Solicitation			Student Selection		Lottery (if necessary)		School Store Opens	Atlantis Opens  1. Peace Site Dedication
Develop Admissions Policy, Family and Community Compacts, and Marketing Strategy		HHS/ Stud. Ctr. Implement. Design	Family Survey Intake						Parent/Student Orientation	
Business Office		Negotiations with HHS, Hospitals, other agencies								
			Establish Parent Group Training for Curriculum Design Governance							
Grant Development for Start-up Operation Atlantis										
Building Site Selected & Negotiated Boyd Childhood & Development Center	Leases, etc.	Site building preparation								
	Develop job descriptions and Principal search	Advertise/Recruit Principal, Teachers, other professionals (Bus. Mgr. & Tech Dir.)	Hire Principal and Teachers - Fulltime starting in July							
					Curriculum Design (PH)					
		Mentoring Group/BS Involvement Council on Aging							Mentoring Training	
	Charter Workshops	Board of Trustees expanded to Advisories								
	Board retreat & Governance Training Advisory	Negotiations with agencies, etc. (UMD/Woods Hole)								
	Uniforms Designed		Tech. Design & Ordered		Uniforms mfr./Books, materials, furniture ordered					
	Legal Compliance/Real Estate Insurance									





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## **PART II**

### **9. Evidence of Support**

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March 3, 1994

To Whom It May Concern:

I am pleased to be able to write a letter of support for the proposal being submitted by the Atlantis Charter Corporation of the Fall River Task Force. The approach described in their proposal is consistent with the mission and philosophy our Yale Child Study Center Team has developed in our School Development Program over the past twenty-five years.

The School Development Program utilizes a child centered approach to educational practice. We involve parents and community in the work of the school in a way that creates a climate that supports desirable growth and development among students that, in turn, facilitates high level teaching and learning. The climate is achieved through the work of a school-based management team, a parent's group and a community support team all working together in a collaborative, coordinated way and living by the principles of "no fault" and consensus decision making. With this approach, we have helped to transform a number of poorly achieving schools into well functioning, high achieving schools with dramatically improved test scores and social behavior. The program is now in more than 300 schools across the country and has become a national voice in shaping educational policy and practice.

Similar to our work, the Atlantis Charter Corporation will establish a child-centered school that draws on the support of the family and community to promote desirable academic and social performance of students. But it goes beyond our original work in addressing curricular issues. (This is also the direction of our current work.) They propose to provide a competency-based curriculum that promotes mastery learning in core subject areas, age appropriate grouping and the development of critical thinking skills necessary for success in later life. A recent report from the National Business Alliance indicates that employers feel that this approach in instruction and curriculum is necessary if we are to develop an adequate workforce for the twenty-first century.





I am very impressed with the thoughtfulness and understanding of the needs of students and the society that are expressed in this proposal. The project has strong and energetic leadership. I believe that they can make a very important contribution to the improvement of education. Again, I very strongly endorse support for this proposal.

Sincerely yours,

A handwritten signature in cursive script that reads "James P. Comer, M.D." with a stylized flourish at the end.

James P. Comer, M.D.  
Maurice Falk Professor  
of Child Psychiatry  
Yale Child Study Center  
Associate Dean  
Yale School of Medicine  
Director  
School Development Program

JPC:egb



Office of the President

Jimmy Carter  
Honorary Co-Chair

Gerald R. Ford  
Honorary Co-Chair

Hugh Downs  
Chair

Gwendolyn Calvert Baker  
President

**Directors**  
Betty Allen  
Sonali Arurkar  
Philip R. Beuth  
James A. Block, M.D.  
Lawton Chiles  
Roy E. Disney  
William J. Drakos  
Sandra Feldman  
Nancy M. Folger  
Jay H. Foreman  
Gerald W. Frank  
Marvin J. Girouard  
Neale S. Godfrey  
Betsy G. Hansen  
Darryl Hartley-Leonard  
Alberto Ibarguen  
Madelyn P. Jennings  
David Jordan  
Ralph S. Larsen  
Andrew Lauren  
Terry L. Lierman  
John S. Long, M.D.  
Carolyn C. McMillan  
Abdi Parvizian  
Chad J. Peterman  
Jill S. Ruckelshaus  
Christine D. Sarbanes  
Bruce H. Seide  
Louise Roy Sellars  
Joseph Shenker  
Marilyn F. Solomon  
Terry Stewart  
Maxeen Stone  
James Wood

March 15, 1994

To Whom It May Concern:

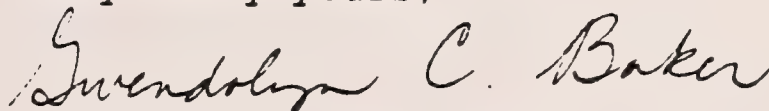
I am pleased to write in support of the Charter School Proposal submitted by the Atlantis Charter School Corporation, a subsidiary of the Fall River Regional Task Force, Inc.

As President of the U.S. Committee for UNICEF, we have a deep and abiding concern for all children and those institutions which affect the quality of their lives, both in the present and in the future. As the former National Executive Director of the Young Women's Christian Association of the United States and as the Vice President of Bank Street College, I have spent my entire professional life in the area of education, albeit it professing from different pulpits. The Atlantis Proposal describes all that is cutting edge in transforming a child's educational experience to what is needed for life in the 21st century.

The proposal is visionary, is soundly based in the current extant literature and would push the edges of public school education toward a new paradigm.

It has my unqualified and enthusiastic support.

Very truly yours,



Gwendolyn Calvert Baker, Ph.D.  
President and CEO

GCB:mz







# JAPANESE AMERICAN CITIZENS LEAGUE

NATIONAL HEADQUARTERS: 1765 Sutter Street • San Francisco, California 94115 • (415) 921-5225  
REGIONAL OFFICES: Washington, D.C. • Chicago • San Francisco • Los Angeles • Seattle • Fresno

75 Grove Street  
Bloomfield NJ 07003

February 21, 1994

Dr. Rita Duarte Marinho  
The Fall River Regional Task Force, Inc.  
64 Durfee Street  
Fall River MA 02720

Dear Rita:

As National President of the Japanese American Citizens League, I am pleased to support the efforts of the Fall River Regional Task Force to establish a Charter School designed to reform public education. Your goals to better meet the educational needs of young people and at the same time strengthen the community are indeed laudable. New and innovative approaches are needed to insure that young Americans will be among the best educated in the world.

We wish you success in gathering the necessary support and financial assistance to make this project a reality.

Sincerely,

A handwritten signature in cursive script, reading "Lillian C. Kimura".  
Lillian C. Kimura  
National President



## Part II

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### 9. Evidence of Support

- A. Try to convey as clearly as possible the scope of community backing for the proposed charter school.*
- B. In tangible terms, such as a survey or letters of support, demonstrate this community support among teachers, parents, students, community leaders or others.*

During its tenure as the lead community organization working for public school reform, the Fall River Regional Task Force, Inc. has had substantial support from the community at large. This has been evidenced in several ways.

The Task Force has relied solely on private contributions to maintain it. Even during depressed economic times, the community has financially supported the Task Force, and then the Coalition. But this financial support (\$500,000 over the last 12 years) is just one category of support.

During the two school bond referenda, hundreds of individuals participated in the campaign effort. These referenda extended over a ten-month period and was a grueling process.

Perhaps there is no greater testimony to the support of school reform that the process which produced the Strategic Plan. For the education summit held in June 1991, three hundred education stakeholders were invited. Nearly two hundred individuals attended. For an eighteen-month period, these same individuals joined by some others, worked tirelessly in various working groups to produce the plan. A list of those individuals follows. That membership reflected a broad cross section of the community including students, parents, teachers, school administrators, the business community, government officials, and the volunteer sector. It should be noted that the teachers' participation was not as consistent as that of other groups. During their "work-to-rule" effort which lasted the greater part of one year, few teachers contributed to the development of the strategic plan, although the Coalition made an update report to the FREA during this time. The FREA's Board of Director's position was that one update was sufficient and further attempts to update that group were not welcomed by that Board.

Given the scope of attempting to implement the Strategic Plan within a context wherein the School Committee was being resistant and was focusing on trying to force the then Superintendent Correiro to resign, and the Fall River's Education Association was threatening to strike because of working without a contract for





three years, the time since the School Committee adopted the Strategic Plan has seen little progress toward its implementation. And now, the School Administration, School Committee and the FREA have publicly renounced the Task Force and Coalition because of its work in seeking a charter school.

Before the Task Force/Coalition began its work on the Charter proposal, our President met with at least two dozen community leaders from the public and private sectors. These individuals were extremely supportive and enthusiastic about our concept. Now that the School Committee has taken its position, these individuals are off-the-record supportive, but refuse to take a public position until the charter is secured. Because our charter school from a philosophical perspective rests on the same vision which we included in our FOCUS-21 proposal, we submit those as an indication of support for the Family Learning Center concept. In order not to cause further anguish within the community at the present time, we have chosen not to solicit individual letters of support for the Charter School. The fact of the matter is that, given the parochialism and concomitant isolationism of Fall River, the elite community is so tied in to the political elites, that even individuals within the private sector do not feel free to exercise intellectual independence about a range of ideas for fear of political retaliation. The School Administration's position is that the School Department does not have sufficient funds (even with Educational Reform money (recall the explanation under Need in which the transfer of education money in support of city services has been cited) to fund the schools and the Charter School effort is "taking money away from the School Department." It is this context in which the elites are operating and frankly, given the task of the Charter School proposal, we have not had the time to respond to these charges adequately.

After our provisional charter is secured, we intend to hold a series of public forums, both in person and on the radio and local cable television to explain the concept to the community. After completion of that public education process, we will submit further evidence of support by January 1, 1995.

There is, of course, a difference between elite support for a charter school (which is addressed above) and grassroots support. Given the undereducation of the population as a whole, the above-mentioned forums will do much to garner mass support for our effort. In spite of the demographic attributes of the community, there is much grassroots support for "fixing" education. Some months ago and for different reasons, a poll was taken which solicited information regarding a variety of economic development issues. That survey, while it cannot be attributed here, indicated extremely strong support among the general population for education issues (ranges of 80%) and above.

Because the concept of the Family Learning Center rests on the idea that it takes the entire village to educate the child, (African proverb), we will attempt to formalize the Charter School's relationship with the greater community in a variety of ways. The curriculum, particularly the Social Science thrust, will emphasize community





service and that aspect is explained under the Educational Program, Part II, Section 10, A, B. C.

We also intend that a comprehensive mentoring program be a part of community involvement. The Coalition has already established the HOSTS Mentoring Program. HOSTS is an acronym for Help One Student to Succeed. We believe that every child should have one adult to whom they can turn to on any given day for support and guidance. While we will work diligently to assure that parents/caretakers will play a vital supportive role in our students' lives, we also recognize that an adult other than the caretaker is often essential to the child's well being. To implement this concept, we will continue our work with the Big Brothers and Big Sisters Program which is necessary for certain children. Big Brothers/Big Sisters has sat on our advisory council for HOSTS. The HOSTS program will emphasize classroom mentors who will work with children or a group of children on projects which are curriculum bound. We envision our school as a place where the community is not only welcome, but views the charter school as the hub of community life. Other aspects of HOSTS will include shadowing programs and adopt a classroom programs.

In order to formally structure the institutional relationship, we will introduce a Compact between the charter school and the business community which we view as the first resource to supply mentors. We will ask the business sector to supply mentors, adopt-a-classroom and provide shadowing programs. In return, the charter school will "guarantee" its graduates who earn a mastery certificate and/or advanced mastery certificate. If, within one year of graduation, the employer is not satisfied with the academic performance of the student, the charter school will perform redemption. Because we intend to create an endowment for the charter school and a scholarship program based on the Citizens Scholarship Program, especially the Fall River Proud Challenge, both of which originated in Fall River under the guidance of Dr. Irving Fradkin, we will also ask the business community to support the charter school financially.

While our charter school is a public school, the issue of private funds to augment our program is within our overall plan. For many years, Fall River has allocated no local tax dollars in support of its public schools. It has also refused to raise local taxes up to the Proposition 2 1/2 cap. For a more detailed discussion of our financial plans, see Part III, Section 18 to be filed February 15, 1995.

It is estimated that since the year that Proposition 2 1/2 passed, Fall River has lost in excess of \$300 million dollars in local tax revenues because of its failure to meet the 2 1/2 levy. Also it chooses to allocate all its state aid to the "school" side of expenses, showing a - 0 - local tax dollars for education. While it can be argued that this is a matter of bookkeeping, most communities would be loathe to indicate on official documents that - 0 - local tax dollars were appropriated in support of the local public schools (see document which follows).



**List of Individuals  
Participating in the Development  
of the  
Strategic Plan**





## **List of Individuals Participating in the Development of the Strategic Plan**

### **Administrative Steering Committee**

#### **Co-Chairs**

*Julien F. Paul,*

President, Fall River Regional Task Force  
President, Computer Security Systems

*Frederick C. Dreyer, Jr.,*

Chair, Greater Fall River Chamber of Commerce & Industry  
President and CEO, Charlton Health Systems

#### **Members**

*John R. Correiro,*

Superintendent of Schools

*Kathleen A. Harrington,*

Executive Director, John Boyd Center for Child Care and Development

*James C. Caulkins,*

Director, Bristol County Training Consortium

*Thomas P. Murray,*

Thos P. Murray, CPA  
Chair, Fall River Chamber of Commerce, Education Committee

### **Design Implementation Committee**

*Frederick C. Dreyer, Jr.,*

Chair, Greater Fall River Chamber of Commerce & Industry  
President and CEO, Charlton Health Systems

*James C. Caulkins,*

Director, Bristol County Training Consortium

*John R. Correiro,*

Superintendent of Schools

*Peter Cross,*

President, Fall River Educators Association President

*Arthur DeAscentis,*

Partner, Law Firm of Bogle & DeAscentis

*Patrick J. Foley,*

Fall River School Committee Member



*Kathleen A. Harrington,*  
Executive Director, John Boyd Center for Child Care and Development

*Thomas P. Murray,*  
Thos P. Murray, CPA  
Chair, Fall River Chamber of Commerce, Education Committee

*Julien F. Paul,*  
President, Fall River Regional Task Force  
President, Computer Security Systems

**Staff to CEE:**

*Rita Marinho Moniz,*  
Executive Director, Fall River Regional Task Force, Inc.

*James A. Wallace,*  
Director, Magnet "Schools of Choice" Program

**Task Force Subcommittees**

**Parental Involvement**

Chair, *Betty Calise*  
Principal, Somerset No. Elementary School

*Patricia Auerback*  
Public Information Representative  
Eastern Edison

*Dennis Poole*  
School Committee Member

*Ed Boyer*  
Attorney

*Tamra Raymond*  
Parent, Co-Chairperson  
Magnet Citywide Parent Council

*Joseph A. Bullock*  
Teacher, Morton Middle School

*Sam Rimh*  
President, Cambodian Community Org.

*John Connell*  
Superintendent  
Diman Regional Vocational Tech. H. S.

*Sandra Saucier*  
Parent, Kuss Middle School

*Fred Houle*  
Parent/Community Liaison  
Magnet Education

*Rebecca St. Pierre*  
Parent, Tansey Elementary School

*Deborah Jezak*  
Parent, Highland Elementary School

*Dee Therrien*  
President, S. O. S.

*Bill Kaylor*  
Teacher, Physical Education

*Linda Viana*  
Teacher, Healy Elementary School





*Colette O'Holloran*  
Parent, Co-Chairperson  
Magnet Citywide Council

*Angel Occhuiti*  
Parent, Letourneau Elementary School

*Robert Pearson*  
Past Co-Chair  
Magnet Citywide Parents Alliance

*Deborah Pierce*  
Parent, Osborn Elementary School

*James M. Waring*  
Teacher, Kuss Middle School

*Russ Wilcox*  
Vice-President  
Fall River Five Cents Savings Bank

*Catherine Zak*  
Parent, Belisle Elementary School

### Social Services

Chair, *Arthur DeAscentis*  
Partner, Law Firm of Bogle & DeAscentis

*Susan Booth*  
Executive Director, TOPPS

*Edward Costar*  
Administrator, Fall River Public Schools

*Dan DeCarlo*  
City Planner, City of Fall River

*Margot Desjardins*  
Superintendent, Westport Public Schools

*Gerry Fallon*  
Teacher, Kuss Middle Schools

*Tom Gecewiicz*  
Director of Public Health, City of Fall River

*Tom Gibney*  
School Committee Member

*Maria Guerra*  
Executive Director, Youth Opportunities Ltd.

*Jason Lebeau*  
Student, Bristol Community College

*Skip Mailloux*  
Teacher, Talbot Middle School

*Tom McGill*  
Director, Fisher Junior College

*Tammy Mello*  
Student, Bristol Community College

*Mark Montigny*  
President, Fall River Chamber of Commerce

*Susan Mullen*  
Teacher, Diman Regional Voc. Tech. H. S.

*Anne Pacheco*  
Bookkeeper, Boyd Early Childhood Center

*George Pontes*  
Parent, Henry Lord Middle School

*Pedro Teixeira*  
Student, Diman Regional Voc. Tech. H. S.

*Donna Viveiros*  
Teacher, Letourneau Elementary School

*Ralph Ward*  
Personnel Director, Polaroid Corporation



## Adult Literacy & Lifelong Learning

Chair, *Janice C. Motta*

Dean of Continuing Studies, Bristol Community College

*Lucille Antaya*

Interfaith Council Representative

*John Carlson*

Parent, Slade Elementary School

*Jane Constant*

Librarian, Durfee High School

*Merle Coughlin*

Director, Adult Learning Center, B. C. C.

*Joan Darcy*

Teacher, Highland Elementary School

*Joseph Deck*

Interim Chancellor, UMass-Dartmouth

*Joanne Dumont*

YMCA Program Director

*Colleen Franco*

Parent, Small Elementary School

*David Greer*

Past Dean, Brown Medical School

*Robert Mercer*

Special Education Coordinator

*Susan Moe*

Teacher, Kuss Middle School

*Ricky Sahady*

Director of Teachers' Center

*Robert J. Shaker*

Treasurer and CEO, Sullivan-Foster, Inc.

*Janet Sinkevich*

Teacher, Dubuque Elementary School

*Stewart Washburn*

Consultant

## School Assets and Technology

Chair, *John Hubbard*

Past President and CEO, Bank of Fall River

*Guy Archambault*

Exec. Dir., U.S.S. Battleship Massachusetts

*John Camara*

Student, Diman Regional Voc. Tech. H. S

*Steven Camara*

Fall River City Councilor

*James Carey*

President and CEO, Slade's Ferry Trust Co.

*David Dunn*

Principal Green Elementary School

*Paul Gelzinas*

General Manager, WSAR Radio

*Joanne McGuinness*

Principal, Spencer Borden Elem. School

*Carol A. Medeiros*

Parent, Doran Elementary School

*Richard Mercer*

Parent, Davol Elementary School.

*Daniel Raposa*

Dir., Buildings & Grounds, F. R. Public Schools

*John Souza*

Dir., Business and Admin., F. R. Public Schools

*Herbert Tracy*

Teacher Osborn Elementary School

*Dale Whitty*

Asst. Dir., Human Res., Charlton Mem. Hosp.

*Mary C. Wilbur*

Teacher, Fowler Elementary School





## Community Involvement

Chair, *Richard Stuckey*  
Vice President, Gold Medal Bakery

*Helen Babin*  
Interfaith Council Representative

*Joyce Chicca*  
Teacher, Durfee High School

*Lisa Delaney*  
Editor, Fall River Herald News

*Brad Durfee*  
Vice Pres., Gr. F.R. Chamber of Com. & Ind.

*Eileen Farley*  
President, Bristol Community College

*Irving Fradkin*  
President, Citizens Scholarship Fund

*Cheryl Furze*  
Teacher, Davol Elementary School

*Glenda Goldberg*  
Work Experience Teacher, Durfee H. S.

*Ray Hague*  
President, Citizens Task Force

*Donald Howard*  
Dean of Students, UMA - Dartmouth

*Edward Lambert*  
State Representative

*Robert Lavoie*  
President, Eastern Edison

*Beverly Letendre*  
Teacher, Lincoln Elementary School

*Richard Pavão*  
Dir. of Bilingual Ed., F. R. Public Schools

*Louis Pettine*  
Parent, Durfee High School

*Frances H. Smith*  
Director of Big Brothers/Big Sisters

*Gail Squillace*  
Teacher, Durfee High School

*Jane Staples*  
Dir., Cooperative Education, B.C.C.

## Early Childhood Development

Chair, *Mark Sullivan*  
Executive Director, Citizens for Citizens

*Mary Almeida*  
Fall River Public Schools

*Sandra Augustinho*  
Teacher, Lincoln Elementary School

*Victori Bruce*  
Parent, Highland Elementary School

*Clifford R. Carlson*  
Former President, Bank of New England, SE

*Jean Costa*  
Parent, Coughlin Elementary School

*Cecilia B. Kelly*  
Super., Public Health Nurses, Fall River

*Marie LaFrance*  
Adm., Early Childhood Prog., F. R. P. S.

*Clyde Mitchell*  
Director, UMD Small Business Dev. Center

*Eleanor Phillips,*  
Teacher, Henry Lord Middle School

*Michaelinda Plante*  
Superintendent, Elem. Schools, F. R. Diocese



*Mary Creed*  
Principal, Westall Elementary School

*Peter Cross*, President  
Fall River Educators Association

*Cynthia Farhnam*  
Executive Director, Office for Children

*Kathleen Harrington*  
Exec. Dir., John Boyd Early Child. & Dev. Ctr.

*Madeline Pontes*  
Parent, Henry Lord Middle School

*Rita Quinn*  
Teacher, Carroll Elementary School

*Marylin Roderick*  
Fall River City Council President

### Management and Accountability

Chair, *Cynthia Gordan*  
Vice President and General Counsel, Quaker Fabrics Corp.

*Dolores Beals*  
Parent, Greene Elementary School

*Nancy Boardman*  
Teacher, Fowler Elementary School

*Daniel Cabral*  
Superintendent, Somerset Public Schools

*John R. Correiro*  
Superintendent, Fall River Public Schools

*Diane Desmond*  
Former President, FREA

*Frederick Dreyer*  
Jr., CEO/Pres., Charlton Health Systems

*Jack W. Fyock*  
Vice President, J & J Corrugated Box Corp.

*James Gibney*  
Assist. Super., Fall River Public Schools

*Manuel Gonçalves*  
Student Assignment Officer, FRPS

*Joseph D. Gorman*  
Aetna Life and Casualty

*Everett Graviel*  
Executive Director, Boy Scouts

*Richard LaFrance*  
President, White's of Westport

*Harvey Lescault*  
Principal, Belisle Elementary School

*Donald Mier*  
Chair, Interfaith Council

*George Ponte*  
Student, UMass -Dartmouth

*Wayne Rego*  
Former Fall River School Committee Member

*Navjeet Singh*  
Mgr. of Info. Serv., SEMA Partnership, UMD

*James Wilcox*  
Former President, FREAschools



## Teacher Development/Teacher Preparation

Chair, *Armand Desmarais*  
Chair of Education Dept., UMA - Dartmouth

- |  |  |
|--|--|
| <i>Odete Amarelo</i><br>Teacher, Lincoln Elementary School               | <i>Thomas P. Murray</i><br>Certified Public Accountant           |
| <i>James Calkins</i><br>Dir., Bristol County Training Consortium         | <i>Rosemary Normandin</i><br>Parent, Highland Elementary School  |
| <i>Bruce Clark</i><br>Principal, Talbot Middle School                    | <i>Elizabeth Peck</i><br>Teacher, Westall Elementary School      |
| <i>Marjorie Condon</i><br>Dir. of Instruction, Fall River Public Schools | <i>Rhonda Perchuck</i><br>Teacher, Coughlin Elementary School    |
| <i>John Decotret</i><br>Director, Kenyon-Campbell School                 | <i>Michael Plasski</i><br>City Councilor                         |
| <i>Patrick J. Foley</i><br>Fall River School Committee Member            | <i>John Pontes</i><br>Principal, Davol Elementary School         |
| <i>Jerry Hajder</i><br>Asst. Treasurer, Lafayette Fed. Savings Bank      | <i>Barbara Shore</i><br>Interfaith Council                       |
| <i>William Harris</i><br>Exec.Vice Pres., Citizens-Union Savings Bank    | <i>Angie Snell</i><br>Interfaith Council                         |
| <i>Thomas Hopkins</i><br>Teacher, Diman Regional Voc. Tech. H. S.        | <i>Karen Souza</i><br>Teacher, Henry Lord Middle School          |
| <i>William Keating</i><br>Coordinator, Sp. Needs, FRPS                   | <i>Thomas Sweeney</i><br>Teacher, Kuss Middle School             |
| <i>Courtney Lopes</i><br>Student, Durfee High School                     | <i>Edward Szynal</i><br>Teacher, Diman Regional Voc. Tech. H. S. |
| <i>Mary Lou Mancini</i><br>Area Director, Catholic Social Services       | <i>Victor Tavares</i><br>Ser - Jobs for Progress, Inc.           |
| <i>Kelly Jo Martinho</i><br>Student, Durfee High School                  | <i>Marina Ventura</i><br>Vice Principal, Durfee High School      |
| <i>Erin Minior</i><br>Director, Council on Aging, City of Fall River     |  |





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**Letters of Support  
for the  
Family Learning Center concept**

**as submitted re FOCUS-21**

**New Generation of American Schools  
Corporation**

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Innovation Associates, Inc.

P.O. Box 2008  
Framingham, Massachusetts 01701  
Telephone (508) 879-8301

February 7, 1992

Mr. Thomas H. Kean  
Chairman of the Board  
New American Schools Development Corporation  
1000 Wilson Boulevard  
Arlington, Virginia 22209

Dear Mr. Kean:

The purpose of this letter is to support the proposal of the Fall River Massachusetts Regional Task Force's Coalition for Excellence in Education. Innovation Associates is committed to supporting this project which focuses on creating Family Learning Centers.

Innovation Associates is an international management consulting firm focusing on building organizations which have the capacity for collaborative learning in both the private and public sectors. We specialize in working with organizations to develop the disciplines such as thinking systemically and surfacing and testing hidden assumptions that make successful innovation possible.

Peter Senge, a founder of Innovation Associates, Director of MIT's Center for Organizational Learning, and author of *The Fifth Discipline: The Art & Practice of The Learning Organization*, is an active supporter of redesigning education to maximize learning in the classroom and in the educational system at large. He joins me in our support of this proposal and our commitment to consulting to the project in its design phase.

Sincerely,



Sherry Immediato  
Director of Educational Consulting Services

SI:sl







# City of Fall River, Massachusetts

## EXECUTIVE DEPARTMENT

JOHN R. MITCHELL  
MAYOR

February 12, 1992

Mr. Thomas H. Kean  
Chairman of the Board  
New American Schools Development Corporation  
1000 Wilson Boulevard, Suite 2710  
Arlington, VA 22209

Dear Chairman Kean:

As Mayor of the City of Fall River and Chairperson of the Fall River School Committee, I am delighted to write in support of the Coalition for Excellence in Education's Fall River 2000's FOCUS 21 Proposal in response to your RFP to design, create and replicate a new generation of American schools.

In my recent inaugural address, I declared 1992 the Year of Education for our City. It is going to take Herculean effort such as that proposed by NASDC to bring about the kind of change necessary to safeguard the economic and political future of our children.

I stand ready in partnership with the Fall River Regional Task Force and its Coalition for Excellence in Education to bring to bear any and all resources which I command to ensure Focus 21's success.

While many communities may be richer in resources, no community is richer than Fall River regarding the caliber and commitment of its people. With the support of such a community, the concept of the Family Learning Centers cannot fail.

As Mayor of the first community in Massachusetts to declare itself an American 2000 community, I look forward to our taking the next step to break the mold in America's concept of public education.

Very truly yours,

A handwritten signature in dark ink, appearing to read "John R. Mitchell".

John R. Mitchell  
Mayor

JRM/lf





**BROWN UNIVERSITY** Providence, Rhode Island 02912

Division of Biology and Medicine

David S. Greer, M.D.  
Dean of Medicine

February 13, 1992

Mr. Thomas H. Kean  
Chairman of the Board  
New American Schools Development Corporation  
1000 Wilson Boulevard  
Suite 2710  
Arlington, VA 22209

Dear Mr. Kean:

I have resided in Fall River for 35 years and have been deeply involved in educational matters in that city and throughout the State of Massachusetts. I have been pleased to serve actively as a member of the committee developing Fall River's response to the American 2000 initiative. I have also traveled country-wide as an educator.

In my opinion, there is no community in the United States with a greater need for this kind of initiative nor is there one that I have experienced which has devoted itself more effectively to the effort. I am therefore pleased to support Fall River's application with great enthusiasm and to personally commit myself to the program.

Sincerely yours,

  
David S. Greer, M.D.  
Dean of Medicine

DSG:ada





Thomas  
Philip  
Murray, P.C.

Certified Public Accountant

February 7, 1992

Member  
American Institute of CPA's  
Massachusetts Society of CPA's

Mr. Thomas H. Kean, Chairman of the Board  
New American Schools Corporation  
100 Wilson Blvd., Suite 2710  
Arlington, VA 22209

RE: Request for Proposal for Designs for  
A New Generation of American Schools

Dear Mr. Kean:

For more than a year, I have been active in developing an initiative to reform the Fall River Public School System. As Chairman of the Board of the Chamber of Commerce and Industry I represented business interests in forming the COALITION FOR EXCELLENCE IN EDUCATION, a broad based group of parents, educators, students, business people, politicians, clergy, media, youth serving groups and civic organizations.

This Coalition unanimously endorsed the goals of America 2000, the first America 2000 community in Massachusetts, and has eleven sub-committees studying and preparing reforms to make the Fall River Public Schools the best in the world. Not only will we win the Brain Race, Fall River will lead the winners.

Part of our plan includes this proposal which "breaks the mold" resulting in a truly unique concept of FAMILY LEARNING CENTERS. Recognizing the societal changes, including both parents working, scattering of the extended family, single parenthood, increasing immigration, socialized health care, etc. The Family Learning Center becomes the neighborhood center for formal education, child care, early learning, lifelong learning, parenting, athletic recreation and general public health services. This proposal for the Family Learning Center takes the best ideas generated in our work groups and assembles them in the school of 2050 AD.

As a business leader, parent, PTO member and advocate of the goals of America 2000, I enthusiastically endorse this RFP and the Coalition for Excellence in Education and the Fall River Regional Task Force as the organization to accomplish this ambitious project.

Very truly yours,

  
Thomas P. Murray, CPA

TPM/rm

186 South Main Street    Post Office Box 3700    Fall River    Massachusetts    02722    (508) 679-3188







# The Commonwealth of Massachusetts Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169-5183

February 12, 1992

Mr. Thomas H. Kean  
Chairman of the Board  
New American Schools Development Corporation  
1000 Wilson Boulevard  
Suite 2710  
Arlington, VA 22209

Dear Mr Kean:

The purpose of this letter is to acknowledge our support for the proposal submitted by the Fall River school system in response to your request for proposals, "Designs for a New Generation of American Schools".

The Department of Education and the Bureau of Early Childhood are supportive of long-term commitments to program change. The Education Reform Act of 1985, Chapter 188, has called for increased support for Early Childhood programs and both community based decision making and program design. In addition, the federal early childhood allocation program under P.L. 99-457 for Massachusetts is unique in that all funding must go to integrated programs. These programs have fostered a climate in the state where cooperative efforts at the community level thrive.

Fall River has been among the communities to take advantage of these programs and initiate new and innovative programs for young children. The Early Childhood Advisory Council in Fall River has brought together the variety of early childhood constituencies to design and implement developmentally appropriate integrated classrooms and provide training and resources for staff and parents. A new initiative this year includes providing resource centers for parents in low income housing projects.

The ability of the different constituencies to work together combined with the expertise and willingness to stretch the boundaries on the cutting edge of best practice in education suggest that Fall River would be an excellent site for "a new generation of American Schools".

I urge you to consider Fall River as a site for this exciting concept. The Department of Education and the Bureau of Early Childhood would offer our support to the community of Fall River in this undertaking. Please contact me at (617) 770-7343 for additional information or input.

Sincerely,

David S. Thomas  
Early Childhood Specialist



February 13, 1992

New American Schools Development Corporation

Dear Sir/Madam:

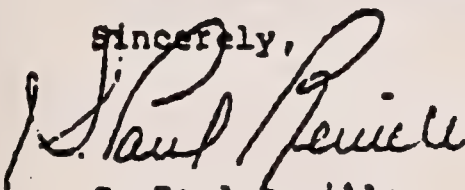
The Massachusetts Business Alliance for Education (MBAE) applauds Fall River's Coalition for Excellence in Education for its innovative proposal to develop several Family Learning Centers. This concept is timely and comprehensive, presenting a new model for meeting the needs of urban youth and their families.

As MBAE pointed out at great length in its report entitled "Every Child A Winner!", we, as a society, much take a holistic view of educating children, if we are to avoid condemning an entire generation of urban youth to permanent poverty. Fall River's approach to linking services at the school site strikes us as sensible and efficient.

We are also pleased to see that the proposal contains a strong commitment to evaluation through the Education Institute. The Institute should be able to organize and assess this effort in a way that will make this experience of value to others in cities all across the country.

Though MBAE is not staffed in a way that will allow us to serve in a consulting or advisory capacity on this project, we wholeheartedly commend the initiative.

Sincerely,



S. Paul Reville  
Project Manager

SPR/scb

Corporate Offices:  
100 Technology Park Drive  
Millerica, MA 01821  
(508) 667-6800

Admin. and Operations Offices:  
405 Grove Street  
Worcester, MA 01605  
(508) 754-9425







MARC J. SANTOS, ESQUIRE  
CLERK OF THE BOARD

The Commonwealth of Massachusetts  
OFFICE OF THE  
**COUNTY COMMISSIONERS OF BRISTOL COUNTY**  
P. O. BOX 208  
TAUNTON, MASSACHUSETTS 02780  
TELEPHONE 524-9681

COMMISSIONERS

CHAIRMAN  
SYLVESTER SYLVIA  
NEW BEDFORD

MARIA F. LOPES  
TAUNTON

ARTHUR R. MACHADO  
FALL RIVER

February 10, 1992

Mr. Thomas H. Kean  
Chairman of the Board  
New American Schools Development Corporation  
100 Wilson Boulevard, Suite 2710  
Arlington, Virginia 22209


Dear Chairman Kean:

As Chairman of the Board of Commissioners of Bristol County, which embraces the City of Fall River, I take great pleasure in supporting the innovative proposal of the Mayor of Fall River, in conjunction with the Fall River Regional Task Force, in response to your RFP to design, create and replicate a new generation of American schools.

I would like to point out that approval of the Fall River proposal would not only provide a tremendous impetus to educational development in Fall River, but the effects of that development would have county-wide ramifications.

The Bristol County Commissioners hope that this general endorsement will be useful, but if we can be helpful in any more specific ways, please advise.

Very truly yours,



SYLVESTER SYLVIA

cc: Mayor John Mitchell  
Fall River Regional Task Force  
Southeastern Massachusetts Partnership





# Fall River Area Chamber of Commerce & Industry Since 1911

February 7, 1992

Mr. Thomas H. Kean, Chairman of the Board  
New America Schools Corporation  
100 Wilson Blvd. Suite 2710  
Arlington, VA 22209

RE: Request for Proposal for Designs for  
A New Generation of American Schools

Dear Mr. Kean:

This organization recognizes that our membership needs an educated population to excel in the global economy. We endorse the America 2000 goals and the efforts of Coalition for Excellence in Education.

This RFP is, without question, a doable plan which represents a gathering of the best of the best. It solves many societal problems that are the root causes of Americas' decline in educational competitiveness. The management and educating processes are avant garde, yet have demonstrated successes where tried.

On behalf of the Board of Directors of the Chamber of Commerce and Industry, I wholeheartedly endorse this Proposal to the New American Schools Corporation and recommend, without reservation, the Fall River Regional Task Force to lead the project.

With warmest wishes,

Monte C. Ferris,  
Chairman of the Board

MCF/rm







February 12, 1992

Mr. Thomas H. Kean  
Chairman of the Board  
New American Schools Development  
Corporation  
1000 Wilson Boulevard, Suite 270  
Arlington, VA 22209

Dear Chairman Kean:

Please accept this letter of recommendation in support of Fall River's Coalition for Excellence in Education. This city has mobilized once again a broad coalition of public and private leadership to address and develop an action agenda for excellence in education. To that end, the coalition has submitted a proposal to the New American Schools Development Corporation for the design of new American schools to provide our students with the best possible learning environment.

Fall River 2000's Focus 21 is the outgrowth of a multi-year commitment by the public and private sector in Fall River to educational excellence. This community is truly committed to the concept that excellence in education is a prerequisite to a decent quality of life for every citizen.

As president of the Fall River Office of Economic Development, I, too, recognize the critical importance of education within the development process. Our board of directors has participated as an active member of the coalition for many years now. Our corporation embraces the concept of excellence in education and wholeheartedly endorses the proposal submitted to your corporation.

One Government Center, Fall River, Massachusetts 02722  
(508) 675-1497  
(508) 324-2620  
FAX (508) 677-2840





Mr. Thomas H. Kean  
February 12, 1992  
Page 2

The Mayor of our city, John R. Mitchell, has decreed 1992 the Year of Education. Within the next few weeks, we will be opening a newly constructed middle school which stands as a symbol of our commitment to improving the education environment in Fall River. I am convinced that excellence in education is a key ingredient in Fall River's future economic well being. I am proud to be associated with a community effort to declare itself an "American 2000" community. Fall River has always prided itself as being a community that get things done. This community never fails for lack of effort and always welcomes the opportunity to break new ground. With your help and assistance, Fall River can break new ground and reinforce the idea of excellence in education.

Sincerely,



Loretta George  
President

LG:jrt





BROWN UNIVERSITY Providence, Rhode Island 02912

CENTER FOR PORTUGUESE AND BRAZILIAN STUDIES

*Bachelor of Arts in Portuguese and Brazilian Studies*

*Master of Arts in Portuguese and Bilingual Studies*

*Master of Arts in Brazilian Studies*

*Doctor of Philosophy in Luso-Brazilian Studies*

February 5, 1992

Mr. Thomas H. Kean  
Chairman of the Board  
New American Schools Development Corporation  
1000 Wilson Blvd.  
Suite 2710  
Arlington, VA 22209

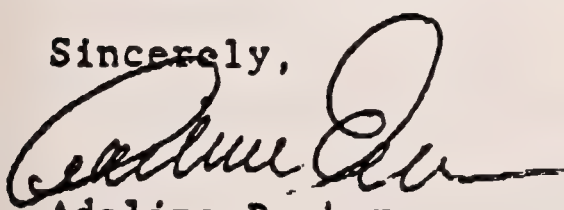
Dear Mr. Kean:

As an anthropologist working in the area of education and equity for diverse language and cultural populations, I would like to express my interest in and support of the proposal being submitted by the Fall River Regional Task Force's Coalition for Excellence in Education. Ethnographic research has continued to document the effectiveness of educational programs that have a broad base of social service and educational agencies involved in the creation and implementation of these programs.

This is most particularly true among multicultural populations such as those in the Fall River public schools. By providing a comprehensive and holistic approach to the needs of children and their families, the Coalition is on the cutting edge of educational reform and program improvement.

I would be pleased to participate in the on-going design, review, and evaluation of this innovative project. I have enclosed my Curriculum Vitae and hope that I can make a long-term contribution to these visionary efforts.

Sincerely,

  
Adeline Becker  
Associate Professor

AB:gqd

Enclosure





TEACHERS COLLEGE COLUMBIA UNIVERSITY  
NEW YORK, NEW YORK 10027

February 7, 1992

Dr. Thomas H. Kean, Chmr.  
New American Schools Development Corp.  
1000 Wilson Blvd., Suite 2710  
Arlington, VA 22209

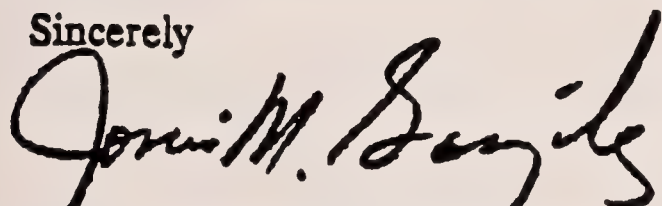
Dear Mr. Kean

This letter is to express support for the application submitted by the Fall River (MA) community to change their schools in a dramatic way and convert them into genuinely new American schools. This group has a superb idea!

I have long believed that the secret of improving the productivity of schools lies in re forging effective partnerships with families and other community entities. This proposal is based on that idea. Further, the secret of being able to finance the full range of social services needed by families lies in modifying the structures for delivering coordinated services. Long term, this brings real hope that the overall costs of delivering social services can be brought under control. Again, this proposal, with the full weight of all sectors of the community behind it, holds great promise for breaking through on that front as well. As a professor of educational administration (currently) and public administration (formerly) I see great promise in this project for a new and more efficient use of public resources.

I hope you will give serious consideration to funding this project in a community that is ready to do everything in its power to make it work. It would be a profitable investment in the idea behind the new American schools program.

Sincerely



Josué M. González, Professor  
Educational Administration





# CHARLTON MEMORIAL HOSPITAL

"Our mission is to serve others"

February 12, 1992

Mr. Thomas H. Kean  
Chairman of the Board  
New Generation of American School Corporation  
1000 Wilson Boulevard Suite 2710  
Arlington, VA 22209

Dear Mr. Kean:

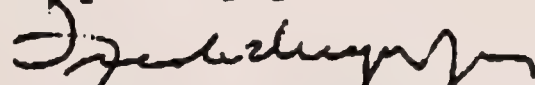
It is with a sense of excitement and a sense of commitment that we at Charlton Memorial Hospital enthusiastically endorse the Task Force's FOCUS 21 proposal. Since 1987, Charlton has had a close working relationship with the Fall River public school system. And we have been involved with the Task Force and its good work since its inception.

We have done emergency room training for adults, nutritional programs for the children and have been involved in myriad science projects throughout the system. Charlton was one of the first community institution to adopt a school and participate in the alternative school program.

We now stand ready as one of the largest employers in the city to help develop and participate in the mentor/advocacy program called for in FOCUS 21. We will also participate in linking our training programs to the Education Institute. In addition, we will become one of the primary movers to redesign the health delivery systems into the Family Learning Center model.

I presently serve as Chair-elect of the Fall River Chamber of Commerce and have been a member of the Task Force Board for more than a decade. The submission of the FOCUS 21 proposal represents a united force and will of the community to work together, as has been our history, to become a national leader in public school break-the-mold education reform.

Very truly yours,

  
Frederic C. Dreyer, Jr.  
President and CEO







**SOUTHEASTERN MASSACHUSETTS PARTNERSHIP**

University of  
Massachusetts  
Dartmouth

Dartmouth  
Massachusetts  
02747

508 999-8755  
fax  
508 999-8754

February 11, 1992

Mr. Thomas H. Kean  
Chairman of the Board  
New American Schools Development Corporation  
1000 Wilson Boulevard, Suite 2710  
Arlington, VA 22209

Dear Mr. Kean:

Partners in Economic  
Development

The Southeastern Massachusetts Partnership would like to convey its interest in support of the FOCUS 21 Proposal of the Fall River Task Force's Coalition for Excellence in Education.

Chair

Joseph C. Deck  
Chancellor  
University of  
Massachusetts  
Dartmouth

There is a great need in Southeastern Massachusetts to address educational issues and improve the competitiveness of the region which currently has very high unemployment rates of over 10 per cent. The region has the need to increase graduation rates in its schools, and improve the low rates of educational attainment among adults.

Attleboro  
Judith H. Robbins  
Mayor

Fall River  
John R. Michel  
Mayor

The time is appropriate for a new approach to the education of the children and the people of Fall River and Southeastern Massachusetts. We believe that the comprehensive approach incorporated in the Family Learning Center is appropriate to the needs of the community. The success of the program could also provide a viable model for replication in other communities in Southeastern Massachusetts and the United States.

New Bedford  
Rosemary S. Tierney  
Mayor

Taunton  
Robert G. Nunes  
Mayor

We are encouraged by this initiative, and would support the program in its design, implementation and further replication. We would also assist in developing links with other organizations, both public and private, to ensure the full success of the program.

Stephen P. Andrade  
Executive Director

Sincerely,

Joseph C. Deck  
Chairman, Board of Directors





February 12, 1992

Mr. Thomas H. Kean  
Chairman of the Board  
New American School Development Corporation  
1000 Wilson Boulevard  
Suite 2710  
Arlington, VA 22209

Dear Mr. Kean:

As a business committed to serving the educational needs of the community, we are impressed with the proposal of the Fall River Regional Task Force's Coalition for Excellence in Education.

As a business operating in the community we are interested in the quality of the work force. As a resident of the community, Greater Fall River Cable TV is committed to helping the educational system succeed so the community can thrive and grow.

Greater Fall River Cable TV will work with the educational and business community to ensure that the Family Learning Center concept is an ideal "break the mold", effective, educational experience for the community. My company will use it's media resources to communicate the needs, the benefits and the successes of the proposed centers.

I am hopeful that you will agree with the proposal and will provide financing so the community's residents can be better prepared for the next century.

Sincerely,

*Mari L. Sevey*  
Mari L. Sevey  
General Manager

MLS:NKP



15:11 0202 750 2025 NSRC

NATIONAL SCIENCE RESOURCES CENTER  
NATIONAL ACADEMY OF SCIENCES - SMITHSONIAN INSTITUTION  
ARTS AND INDUSTRIES BUILDING  
SMITHSONIAN INSTITUTION WASHINGTON, D.C. 20560

(202) 357-2555

February 7, 1992

Mr. Thomas H. Kean  
Chairman of the Board  
New American Schools Development  
Corporation  
1000 Wilson Boulevard  
Suite 2710  
Arlington, VA 22209

Dear Mr. Kean:

The National Science Resources Center (NSRC) enthusiastically supports the Fall River Task Force - Coalition for Excellence in Education. The Fall River School System has demonstrated its commitment to improving its science program for all of the students in the district.

In a highly competitive application process, Fall River was selected as one of fifteen districts nationwide to participate in the first annual NSRC Elementary Science Leadership Institute at the Smithsonian Institution in 1989. Since that time, Fall River has moved forward with the plan they developed to reform the teaching of science to the children in their district.

To assist them with implementation of their plan, the NSRC has been providing technical support and assistance to the district throughout the past two and one-half years. This assistance includes providing the district the opportunity to field-test the NSRC Science and Technology for Children (STC) curriculum units. As a part of the STC program, Fall River is working with the NSRC to develop effective assessment methods for evaluating student performance that are consistent with the goals of hands-on science programs.

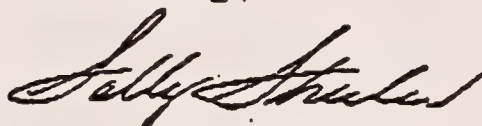




Mr. Thomas H. Kean  
February 7, 1992  
Page 2

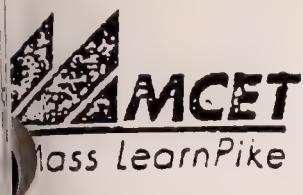
Through NSRC, Fall River's Coalition for Excellence in Education can gain access to a network of leading science educators, teachers, scientists, and school district personnel that will inform and direct the work of the two educational entities proposed by Fall River, the Education Institute and the Family Learning Center. For this reason, NSRC looks forward to assisting Fall River in this exciting and the worthwhile endeavor.

Sincerely,



Sally G. Shuler  
Deputy Director





February 5, 1992

Mr. Thomas H. Kean  
Chairman of the Board  
New American Schools Development Corporation  
1000 Wilson Boulevard  
Suite 2710  
Arlington, VA 22209

Massachusetts  
Corporation for  
Educational  
Telecommunications

One  
Main Street  
Boston  
MA  
02105

17 521 0290  
17 621 0291

John Snyder, Esq.  
President

John Miller  
Vice President

Dear Mr. Kean:

Re: Support for Proposal by Fall River Regional Task Force's  
Coalition for Excellence (CEE) to the New American Schools  
Development Corporation (NASDC)

*I am writing in strong support of the proposal by the Fall River Coalition for Education to transform the educational environment of the city and give all individuals, whether child or adult, access to a wide range of social and educational programs and instruction. The concept of Family Learning Centers, supported by a city-wide Education Institute, is one recognized and shared by the Massachusetts Corporation for Educational Telecommunications (MCET).*

*In 1991-92 MCET offered over 1,000 hours of interactive programs to 160 Massachusetts school districts (including Fall River), and 1,700 public and non-public schools. MCET produces educational programs for students, parents, administrators, staff development and families. Programs deal with such diverse topics as health, sports, ethnic and cultural issues as well as academic subjects such as science, mathematics and languages.*

*In 1990, MCET received a two year grant from the US Department of Education Star Schools Program to develop distance learning capabilities for underserved school populations. A follow up proposal will focus on working with families particularly in alternative learning environments.*

*Like Fall River, MCET believes that the future of education lies in a focus on the whole family. We share the emphasis of the proposed Family Learning Centers on services beyond the strictly academic while ensuring high-quality school programs. It is hoped that in the future our programs will serve non-traditional centers of learning, and will reach out to those in the communities such as shelters, museums, hospitals, day care centers, and homes.*

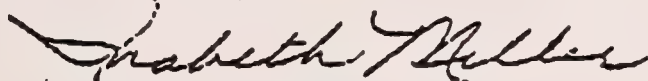


*It is this all-encompassing aspect of learning for all age groups that makes support for Fall River so important. I believe that the Family Learning Centers proposed by the Fall River CEE are the way of the future.*

*The creation of an Education Institute with its comprehensive assistance in curriculum, training and assessment should ensure that high educational standards will be maintained and monitored. We would look forward to working with such an institute.*

*We therefore wish to give our strongest support to this excellent application and very much hope that NASDC will fund this innovative and unique project.*

*Sincerely,*



*Inabeth Miller*  
*Executive Director*





**UMass Dartmouth**

February 11, 1992

Mr. Thomas H. Kean  
Chairman of the Board  
New American Schools Development Corporation  
1000 Wilson Boulevard, Suite 2710  
Arlington, VA 22209

Dear Mr. Kean:

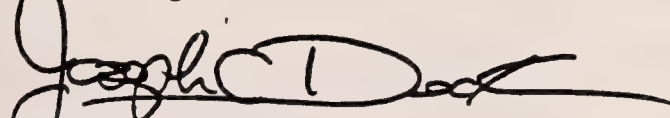
The University of Massachusetts Dartmouth is pleased to write in support of the Fall River Regional Task Force's Coalition for Excellence in Education's proposal to the New American Schools Development Corporation. I am especially impressed with the comprehensive nature of the proposal in that education is not seen simply as a kindergarten through twelfth grade activity, but rather a program for the entire community, preschool through adult.

This University has had the opportunity to work with the Fall River Public School System in several educational reform programs including assistance in the introduction of site-based management, the establishment of professional development schools, and the improvement of science education. Although our Department of Education has often taken the lead in these activities, disciplinary faculty are deeply committed to education at all levels. We will continue to provide our expertise to Fall River as it strives to enhance the education it gives its citizens.

I believe the proposal being prepared by the Coalition for Excellence in Education is an exciting education reform effort that will dramatically enhance the learning opportunities for students of all ages. The Family Learning Centers will bring a greater awareness to children and parents that education is a family-centered effort. The Education Institute will provide a cohesiveness to the educational offerings and will ensure that the objectives are being met.

The University of Massachusetts Dartmouth is pleased to participate in this program. We look forward to a continued productive relationship with the Fall River Public Schools in carrying out this project as well as in other reform activities.

Sincerely,



Joseph C. Deck  
Interim Chancellor

JCD/kc

bc: ✓ Sister Kathleen Harrington 83



Department of Chemistry  
FAX: (508) 999-8901

University of Massachusetts  
Dartmouth

North Dartmouth, MA 02747  
(508) 999-8232

**UMass Dartmouth**

February 5, 1992

Mr. Thomas H. Kean  
Chairman of the Board  
New American Schools Development Corporation  
1000 Wilson Boulevard  
Suite 2710  
Arlington, VA 22209

Dear Mr. Kean:

The Buzzards Bay Rim Project of the University of Massachusetts Dartmouth is pleased to support the Fall River Task Force - Coalition for Excellence in Education proposal to design a new generation of American schools for the New American Schools Development Corporation. Though its plan for Family Learning Centers supported by an Education Institute, Fall River has the potential to create innovative learning environments that will produce a new standard of science achievement for students.

UMass Dartmouth is presently assisting Fall River to implement an exemplary hands-on elementary science program. With funding from the Dwight D. Eisenhower Title II Program, the University is collaborating with the school district to develop a cadre of lead teachers in science. A major grant proposal has been submitted to the National Science Foundation for funding to accelerate this project in the district and to involve the broad area of Southeastern Massachusetts in the program.

Faculty of the science and education departments of UMass Dartmouth will provide the Coalition for Excellence in Education's educational redesign effort with research-based, expert direction in curriculum development, staff training, and assessment of educational goals. The key area of UMass Dartmouth's support will be in developing Fall River's internal structure for supporting hands-on science instruction through creation of a teacher-to-teacher network of science educators within schools throughout the district. To support this effort, an extensive in-service program to create lead teachers who are expert in



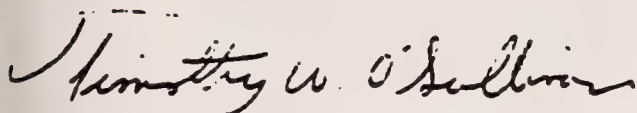


science teaching and in the techniques of peer coaching is already underway. Long-term funding for this effort is accessible to the university and the district from a range of private and federally-funded sponsors of science education programs.

The Buzzards Bay Rim Project will support the efforts of the Fall River Schools by bring to the district the commitment of five educationally based institutions that seek to help in the reform of science education. These institutions are: the University of Massachusetts Dartmouth, Woods Hole Oceanographic Institution, Education Development Center, Inc., The NETWORK and The Lloyd Environmental Center. We look forward to working with the Fall River School System in making its plan for Family Learning Centers a reality.

Sincerely,

”



Dr. Timothy W. O'Sullivan  
Assistant Professor of Chemistry  
Principal Investigator, Buzzards Bay Rim Project.



# The Regional Laboratory

*for Educational Improvement of the Northeast & Islands*

6 February 1992

Mr. W. Frank Blount  
President and CEO  
New American Schools Development Corporation  
1000 Wilson Blvd., Suite 2710  
Arlington, VA 22209

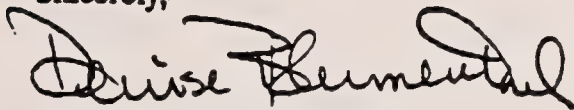
Dear Mr. Blount:

I am writing to endorse the proposal submitted by the Fall River Public Schools to become a New American School. Their application to develop and support family learning centers in Fall River is timely and well conceived. Their service coordination, coupled with a rich curriculum, continuous staff development, and formal assessment plans should yield a comprehensive, effective program well-suited to a diverse urban population. Their approach is totally aligned with The Regional Laboratory for Educational Improvement of the Northeast and Islands current program of work. Our focus is on learner-centered schools.

Fall River is currently working with Regional Laboratory staff to develop its capacity to conduct action research. Action research is an evaluation tool, particularly suited to schools that are restructuring. The design promotes school staff to develop their own questions to be used as a self-assessment tool to guide the restructuring process. Schools that are part of The Lab's partner network and the Coalition of Essential Schools employ action research. If Fall River's proposal is funded, we are prepared to provide the pilot sites with training and consultation using action research.

I am honored to lend the Lab's support to such a worthy proposal.

Sincerely,



Denise Blumenthal, Director  
Massachusetts LEADership Center

*Serving New England, New York, Puerto Rico, and the U.S. Virgin Islands*

300 Brickstone Square, Suite 900 • Andover, MA 01810 • (508) 470-0098 • Fax (508) 475-9220







OFFICE OF THE PRESIDENT

February 7, 1992

Mr. Thomas H. Kean  
Chairman of the Board  
New American Schools Development Corporation  
1000 Wilson Boulevard, Suite 2710  
Arlington, VA 22209

Dear Mr. Kean:

Lesley College is delighted to collaborate with the Fall River Coalition for Excellence in Education in their development of a proposal to the New American Schools Development Corporation. Lesley is prepared to bring the resources of its graduate and undergraduate Education programs, School of Management programs, and Counseling Psychology programs to this project.

Lesley College, which offers baccalaureate through doctoral degrees, is uniquely positioned to collaborate on the recreation of four Fall River elementary schools into Family Learning Centers. Early childhood and middle school education are two of the premier strengths of the College. Our specialization in special education is widely known throughout New England school systems. Within the Division of Counseling Psychology, we have a strong emphasis on school programs and on work with families and children. Within the School of Management, Lesley has a particular strength in school building and system management that will be a necessary element of creating new schools.

The goals of the Fall River NASDC proposal are consistent with the mission of Lesley College, and represent an exciting opportunity to create communities of learning that can make a real and lasting difference in children's lives. The coalition that has been built in Fall River to develop this program is impressive and exhilarating. We see this as another opportunity for our faculty to be part of the systemic change that is necessary in American education.

We look forward to a productive working relationship with the Fall River Public Schools on their NASDC project.

Sincerely,

A handwritten signature in dark ink, appearing to read "Margaret A. McKenna".

Margaret A. McKenna  
President

LESLEY COLLEGE  
29 EVERETT STREET  
CAMBRIDGE, MASSACHUSETTS 02138-2700  
(617) 552-9100





# Framingham State College

100 State Street, Framingham, MA 01701-9101

Chair, Education Department (508) 626-4594

February 6, 1992

Mr. Thomas H. Kean  
Chairman of the Board  
New American School Development Corporation  
1000 Wilson Blvd.  
Suite 2710  
Arlington, Virginia 22209

Dear Mr. Kean:

I am pleased to support Fall River's application to the New American Schools Development Corporation for the creation of a new and innovative concept of schools which supports the development of young children and their families.

Framingham State College would like to be a part of this bold and visionary project which has been cooperatively designed by members of the Coalition for Excellence in Education.

Resources of the College's Education Department, the Nursing and Home Economics Departments, the Stalker Institute for School Nutrition, and the Schweitzer International Center would be particularly useful to the school district as it designs and implements the concept of the Family Learning Center and the Education Institute.

Because of its strong sense of community, its unique population, and its manageability as a medium sized urban setting, Fall River has the potential to take a leadership role in reconceptualizing schools. Framingham State College is pleased to join in partnership with the Coalition for Excellence in Education in this endeavor.

Sincerely,

*Joseph J. Caruso*  
Joseph J. Caruso, Ed.D.  
Professor and Chair  
Education Department





***John E. Boyd Center***  
***for Child Care and Development***

February 10, 1992

Mr. Thomas H. Kean  
Chairman of the Board  
New American Schools Development Corporation  
1000 Wilson Boulevard  
Suite 2710  
Arlington, Va. 22204

Dear Chairman Kean,

It is an honor and privilege for me to endorse the efforts of the Fall River Task Force in submitting their response to N.A.S.D.C.'s request for proposals to design, create and replicate a New Generation of American Schools.

The Greater Fall River Chamber of Commerce made education the top priority with the Fall River Task Force in the Coalition for Excellence in Education. In June of 1991, this effort was launched at an Education Summit addressing the 6 national America 2000 goals and designing a strategy for reform and replication.

The Boyd Center is a comprehensive child care organization servicing over 400 children from 2 months through Kindergarten age. It was one of the 4 sites in the U.S. to pilot the ANISA model, University of Massachusetts, Amherst, as well as one of the initial 13 sites to pilot the C.D.A. Child Development Associate Program competency-based early childhood teacher assessment.

I am excited about the promise and potential of FOCUS 21. I laud your efforts at excellence and commit myself and the Boyd Center to its fruition.

Sincerely,

*S. Kathleen Harrington*  
S. Kathleen Harrington  
Director

2028 RODMAN STREET • FALL RIVER, MASSACHUSETTS 02721  
TELEPHONE (508) 672-0183 FAX (508) 679-8178





Office of the President

February 3, 1992

Mr. Thomas H. Kean  
Chairman of the Board  
New American Schools Development Corporation  
1000 Wilson Boulevard Suite 2710  
Arlington, VA 22209

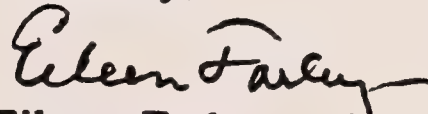
Dear Mr. Kean:

The Fall River Regional task Force is a non-profit organization comprised of community representatives from government, business, labor and the professions. For fifteen years, this non-partisan organization has worked to assist municipal government in resolving problems, improving management, and assessing service delivery. Recently, the Task Force working with the local Chamber of Commerce has undertaken a major school reform effort. Embracing all interested parties from the community, this effort is formally known as the Coalition for Excellence in Education.

For over a year, meetings have been held and work divided and accomplished by groups of parents, teachers, students, business and community leaders, and public officials in our community to gain consensus about key goals and objectives for our schools. To maintain the dynamism of this effort, and to exploit the tremendous potential that has been unleashed through this process some funding assistance is needed for particular projects.

As president of the local community college serving this region, I am personally enthusiastically committed to the community efforts for school improvement, and my institution is an important contributor to these efforts. I warmly endorse the work of the Coalition for Excellence in Education and urge the support and assistance of your organization for FOCUS 21.

Sincerely,

  
Eileen Farley



# Bristol County Training Consortium

## JOB TRAINING PARTNERSHIP ACT

FALL RIVER OFFICE  
162 PLEASANT STREET  
FALL RIVER MA 02721 3002  
TEL 508 675 1161

TAUNTON OFFICE  
239 BROADWAY  
TAUNTON MA 02780  
TEL 508 823 8151

February 12, 1992

Mr. Thomas H. Kean  
Chairman of the Board  
New American Schools Corporation  
100 Wilson Boulevard - Suite 2710  
Arlington, VA 22209


Dear Mr. Kean:

As Director of the Bristol County Training Consortium, I want to endorse the concept of Focus 21 which the Fall River Task Force and the Coalition have developed.

We are excited to be part of the design team and to be part of its implementation.

Your foundation's support of this initiative will be a significant constructive milestone for the children of Fall River and for education in America.

Sincerely,

  
James C. Calkins  
Director







ELEMENTARY SCHOOL CENTER 2 East 103 Street, New York, NY 10029 (212) 289-5929  
FAX (212) 289-6019

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Executive Director

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Concord, MA

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Former Assistant Commissioner of Education  
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New York, NY

Staff

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Assistant to the Director

\*Leanne Greenberg, M.S.  
Special Assistant for Public Affairs

\*Felicity G. Miller

Advisory Council

\*Craig Barton, Melvin D. Lemme, M.D., Director, Clinical Center for the Study of Developmental Disabilities, University of North Carolina, Chapel Hill, NC; Ramon E. Cortes, Superintendent of Schools, San Francisco Unified School District, CA; Terrence E. Deal, Assistant to the Director, George Peck School, Teachers' College, Yonkers University, The Bronx, NY; Co-Principal, The Farm School, Concord, MA; Edward J. Moody, Jr., Former School Program Officer, Farm Foundation, NY; Vito Perrone, Director, Teachers' Education Program, Harvard Graduate School of Education, MA; Harold Reynolds, Jr., Former State Commissioner of Education, MA; Samuel G. Sora, Executive Director, National Association of Elementary School Principals, VA; Peter V. Sterling, Executive Director, The Children's Museum, DC; Michael D. Urdan, President, The Institute for Educational Leadership, Washington, DC; Boris Zaslavsky, Former President, National Association for the Education of Young Children, CA

Regional Representatives

WEST COAST: Linda M. Espinosa, Director, Program, Education, Redwood City School District, CA; Edward A. Terrell, Assistant Headmaster, St. Matthew's Parish School, Pacific Palisades, CA; CENTRAL STATES: M. Paige Green, Teacher, Lincoln County Public Schools, Tennessee; Ray W. Normless, Principal, Lincoln Elementary School, Tipton, IN; HAWAII: Diane Gibbons, Teacher, Waimanalo District, Department of Education, Kapiolani, HI; Diane Yee, Principal, Puuhou Junior High School, Honolulu, HI; SOUTHWEST: Pat Atkinson, Director, The Lander School, Dallas, TX; Jennifer B. Clark, Assistant Elementary School Principal, Dallas Independent School District, TX.

February 5, 1992

Mr. Thomas H. Kean  
Chairman of the Board  
New American School Development Corporation  
1000 Wilson Boulevard  
Suite 2710  
Arlington, VA 22209

Dear Mr. Kean:


On behalf of the Elementary School Center, I am pleased to endorse the Fall River Coalition on Excellence in Education's proposal to the New American School Development Corporation. Fall River's community goal to develop Family Learning Centers is an exciting idea whose time has come.

The Elementary School Center views the Fall River Learning Center concept as an extension of our thesis - "The School as Locus of Child Advocacy."

In addition, for several years ESC has had a working relationship with teachers and administrators in the Fall River Public Schools and we are well aware of Fall River's constant pursuit of innovative ideas to improve the quality of their educational programs for families and children.

The Elementary School Center looks forward to continuing to work with the Fall River community as it strives to meet the needs of its children in creative and innovative ways.

Sincerely,

  
Allan Shedlin Jr.  
Executive Director





Interfaith Council of Greater Fall River

President - Donald S. Mier  
1st V.P. - Dr. David J. Goodman  
2nd V.P. - Dr. Irving A. Fradkin  
Secretary - Evangelina Snell  
Treasurer - Arthur Paul

February 12, 1992

Mr. Thomas H. Kean  
Chairman of the Board  
New America Schools Corporation  
100 Wilson Boulevard, Suite 2710  
Arlington, VA 22209

Dear Mr. Kean:

As president of the Interfaith Council, I want to endorse the concept of our elementary schools moving toward becoming Family Learning Centers. Members of our Interfaith Council have been working on the various sub-committees of the Coalition for Excellence in Education since last year and we have observed that more and more is expected of public education and new creative and holistic approaches are being called for.

We are excited how school as a Family Learning Center can help us move at many different levels to be responsive to the needs of students and families in our setting.

Having been a resident of Fall River and affiliated with my same parish setting since 1972, it never ceases to amaze me at the creativity, tenacity and drive of many leaders within Fall River.

Your foundation's support of this newest initiative, I believe, would be a great investment in the future of education in America.

Sincerely,  
*Donald S. Mier*  
Rev. Donald S. Mier, Pastor  
FIRST BAPTIST CHURCH  
President, Interfaith Council



# MAGNET CITYWIDE PARENT COUNCIL

MAGNET EDUCATION CITYWIDE PARENT ADVISORY COUNCIL  
64 Durfee Street, Fall River, Massachusetts 02721

January 17, 1992

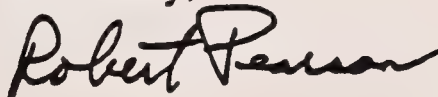
New American Schools Development Corporation  
1000 Wilson Boulevard  
Suite 2710  
Arlington, VA 22204

Dear Selection Committee,

On behalf of the Magnet Education Citywide Parent Advisory Council, I strongly endorse the initiatives of the Fall River Coalition for Excellence in Education in their efforts to enhance the educational effectiveness of programs for the children of Fall River.

The New American School Program will provide opportunities for educators, parents and community members to make the Fall River System effective for our children far into the 21st century.

Sincerely,



Robert Pearson  
Chairperson





Somerset Public Schools



NORTH ELEMENTARY SCHOOL  
580 WHETSTONE HILL ROAD  
SOMERSET, MA. 02726-3700  
TEL (508) 673-1121

BETTY A. CALISE, PRINCIPAL

PAUL MIGUEL, VICE PRINCIPAL

February 10, 1992

Mr. Thomas Kean  
Chairman of the Board  
New American Schools Development Corp.  
Suite 2710  
Arlington, VA 22209

Dear Mr. Kean:

It is indeed my pleasure to submit a letter of endorsement for the New Generation of Schools Grant submitted by the Fall River Regional Task Force.

The Fall River Public School System is presently pursuing a vision of excellence with the establishment of the Coalition for Excellence in Education. I have had the pleasure of serving as a group leader for the Parent Involvement sub-committee. During the past six months, I have participated in the Leadership Conference Education Summit on June 25, 1991 and the Leadership Meeting on October 21, 1991. Additionally, our parent group has met on four occasions to brainstorm ideas and recommendations for future involvement of parents in our schools. We feel parent involvement is the key and will be vital to the success of our plan.

I believe that in order to prepare our youngsters for the 21st century, American Education is in need of reform and restructuring. The proposal from Fall River, exemplifies changes that are possible for the children in our city. This grant supports our position and funding of this proposal can only serve to enhance the pursuit of our mission.

Sincerely,

95

Betty A. Calise

*North Elementary... A Great Place to Learn!*





P.O. Box 927, Fall River, MA 02722

(508) 678-9727  
Fax #: (508) 673-0310

February 12, 1992

Mr. Thomas H. Kean  
Chairman of the Board  
New American Schools Development Corp.  
1000 Wilson Boulevard  
Suite 2710  
Arlington, VA 22209

Dear Mr. Kean,

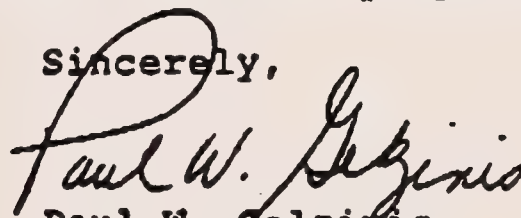
I am writing to you to express my support for the City of Fall River's proposal for "Design for a New Generation of American Schools".

As General Manager of WSAR, I have been involved in Fall River's effort to embrace America 2000, and I am deeply committed to the work of the coalition for excellence in education.

It is important to note that a major responsibility of a radio station is to assess the greatest needs and concerns of the community it serves. In Fall River, WSAR has determined that education reform is and should continue to be a top priority. In response to our community leaders' surveys, focus group meetings and listener input, WSAR has devoted countless hours of programming to bring this issue to the forefront and to encourage community-wide support.

Please be assured that we are truly committed to this effort. I hope you act favorably on Fall River's proposal.

Sincerely,

  
Paul W. Gelzinis  
General Manager

PWG/mfm





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## **10. Educational Program**

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## 10. Educational Program

- A. In detail, describe the educational program of the school.*
- B. What is the basis for the teaching methods to be used?*
- C. Describe the school calendar and hours of operation of the school.*

### School Calendar and Hours of Operation

The Atlantis Charter School will operate six days a week, twelve months per year. The building(s) will open at 6:30 A.M. to accommodate child care needs before the "school day" begins and close at 9:00 P.M. With our relationship with the John Boyd Center for Child Development, we will provide child care for our children and their families whenever it is needed, both for our preschoolers and during school breaks for all our children. Learners and teachers will spend from 8:00 A.M. to 3:00 or 4:00 P.M. in the Basic Learning Program, beginning September 1 and continuing through July 15. The After School or Extended Day/Mini University Program takes place from 3:00 or 4:00 P.M. Monday - Friday and from 8:00 A.M. to 12:00 P.M. on Saturdays.

Through a food service program, we are going to provide nutritious and appealing meals for our children. Some children's circumstances may require that they receive three meals per day at Atlantis. This need will be accommodated.

Various community activities for the family and community at large take place from 6:00 to 9:00 P.M. and on weekends as appropriate. The Saturday and August learning includes child care, homework centers, "club" activities, apprenticeship, community service leadership development and training, and the like. One Saturday each month is Education Institute training for teachers, one Saturday is Education Institute training for parents, and one Saturday is Institute training for mentors. From July 15 to July 31, teachers are required to attend the Education Institute in preparation for the next school year. Periodically, throughout the academic year, we will build in break days so that the teaching teams can collectively work on portfolio evaluations and conference with parents. From July 15 and through August, the Seaboard 21 program will run. Seaboard 21 will be patterned after the Outward Bound Program but will take place on board the H.M.S. Bounty (which the Fall River Chamber of Commerce owns) or some other available sailing ship. The type of team building and self-esteem which is an outcome of the Outward Bound program will be our objectives here. We would hope that some of our regular teachers would participate in this program. The Seaboard 21 program will be divided into two different sessions. Navigation, meteorology and a variety of sea craft skills will be taught in the context of the math and science program.





Swimming, lifesaving and other water skills will also be offered. We will coincide our breaks with the "regular" FR public school calendar as much as it is possible. This schedule will accommodate families who have siblings in both systems. (Recall that we will give preference to siblings in admissions, but we will try to accommodate our families in an imperfect world).

We have not as yet completed our work regarding the details of a daily schedule. That is an issue which we hope to finalize with the teaching teams. Conceptually however, in addition to other schoolday attributes which we have discussed in other sections of this proposal, we would list the following guidelines. Some learning will take place in same-age groups, e.g. math or science. Other learning will take place in mixed age groups, e.g. music, art, etc. We intend that the teams will plan seamless experience for children so that children will remain with most of the same teachers over an extended period of time (at least three years and perhaps longer under some circumstances). This is an important aspect in providing continuity in their lives.

Currently Fall River has one of the shortest school days in the Commonwealth (5.1 hours). Our day will be 6 hours for the youngest children and 7 hours for the older children (beginning around grade 3 or 4). In effect, with the extended day and the extended school year, our Atlantis children will be exposed to over two years more "school" learning over the course of their K-12 experience.

## CURRICULUM

This school will promote a comprehensive educational experience linking academics with the development of skills needed for the 21st century workplace and/or post secondary study, and including applied experience and community service components. Experience will be grounded in a philosophy which emphasizes equity, equality, diversity and values leading to a civil democratic society. Pedagogical techniques will emphasize critical thinking and communications skills, two basic components of a liberal education.

The charter school will be student-centered but will also pay attention to the social environment of the students, including their families. The school will be cognizant of the conditions which affect the students' learning. In that respect, the school will fully integrate social and health services as part of its support system to the students and their families. It will include the use of the latest technologies to enhance the learning experience and application to the workplace. It will strive to inculcate values of citizenship, emphasizing the value of democracy and self-governance. Accountability will be based on the outcome-based performance of each student as measured by national/state assessment standards. The curriculum will emphasize prevention rather than remediation. Each student will reach his/her learning potential. The school will offer a rich curriculum based on validated, current research and supported through rigorous staff development. Progress toward the





curriculum objectives will be monitored, assessed at specified benchmarks, and tracked against world-class achievement standards.

While the teaching teams will provide specifics on the Charter School's curricular approaches and goals, the overall philosophy and direction has been determined by the work which led to the Coalition's Strategic Plan. Two governing principles apply: first, the Charter School as a Family Learning Center will provide everything necessary for every child to learn to full potential and to leave school well-equipped for adult life as a productive worker and a responsible citizen. At the same time, our approach will set high expectations for families and students to understand and accept responsibility for the role they play in their own learning and success in life. This approach of high expectations, high content and high support for families and children is seen in all aspects of our Charter School curriculum.

Learners will become active constructors of knowledge rather than passive recipients of information. Eventually, they will help shape the curriculum as they decide what they need to know for their life and career goals, how best to learn, and what is needed. Learners will increasingly rely on their own internal and external resources as learners, gradually needing less support from the Charter School. As they mature, these students will become the active, involved citizens giving support and direction for the education of the next generation of young learners.

## **Early Childhood**

The educational component will begin early, with aggressive outreach for families of toddlers. We hope that someday, our Charter School can contain a daycare component which will take in children at six weeks of age. To start, our three and four-year olds will be provided with creative play, language development, parent-child literacy through the coordinated efforts of all care providers. T. Berry Brazelton, Lisbeth Schorr, and other experts in early childhood development have taught us that very young children have great capacity for learning, and for communicating with us, if we know how to read and interpret their language. Thus, we emphasize early childhood (from infancy on) with even proper prenatal care and training of parents as part of the curriculum. James Comer's multidisciplinary team approach to child development has contributed to our "whole community" approach to learning. We have drawn on the ANISA model which stresses developing five types of learning competencies: (1) learning how to move and gain maximum control over voluntary muscles; (2) learning how to perceive; (3) learning how to think clearly ; (4) learning how to exercise the will; and (5) learning how to feel and respond emotionally in a way appropriate to any situation

## **Integrated Curriculum Design**





We believe that learning is best when it is relevant to our lives, when real basic skills can be learned in fun and interesting ways, and applied in context, and when one can learn more than one subject at a time. This does not mean that we give short shrift to the basic skills -- essential skills, as TheodoreSizer calls them. Our thinking reflects the influence of several noted authorities: A Nation Prepared: Teachers for the 21st Century, by the Carnegie Forum on Education and the Economy; The Copernican Plan: Restructuring The American High School, by Joseph M. Carroll; Integrating the Curriculum, by the Association for Supervision and Curriculum Development; Interdisciplinary Curriculum: Design and Implementation, by Heidi Hayes Jacobs for ASCD; The Oregon Educational Act for the 21st Century, adopted in 1991; and Integrative Education: A Curriculum for the Twenty-First Century, by Betty Jean Eklund Shoemaker for the Oregon School Study Council. Further, research not just from the education field, but from the job training and employment field reinforces the importance not just of basic skills and knowledge, but abilities, behaviors, and values that translate to the workplace, and to life in general. For grounding in developing workforce readiness and "employability competencies," we incorporated the Hudson Institute's "Workforce 2000," the National Alliance of Business' "The Fourth R: Workforce Readiness;" "Building A Quality Workforce," jointly published by the U.S. Departments of Labor, Education and Commerce; the American Society for Training and Development's "Workplace Basics" book and manual; "What Work Requires of American Schools," the SCANS Commission report for AMERICA 2000; and "America's Choice: High Skills or Low Wages," by the National Center on Education and the Economy.

### **Special Attention to Adolescents**

The Carnegie Council on Adolescent Development ("Turning Points") has raised our awareness of the changed conditions for adolescents and the special vulnerability of young people aged 10-15. Thus, we are building our approach around the Carnegie recommendations, as well as the Charles Stewart Mott Foundation's emphasis on high expectations, high content, and high support, with stepped up business and parental involvement, as advocates, advisors, and mentors.

### **Choice**

We have had "Schools of Choice" in place in Fall River for more than five years. We strongly believe in and support the basic concepts of creating new and effective schools, providing for informed and fair parent choice to create competition between schools, and have established Parent Information Centers to assist parents in investigating options and making decisions. "Massachusetts Urban School Reform", a position paper prepared by the Massachusetts Urban Superintendent's Consortium Chapter 636 Steering Committee, and our own experience supports these concepts .





## **Year-Round Learning**

Learning does not occur solely in a classroom, or solely through teacher-student interaction. We believe that all of life is education, and education continues throughout life; thus, we must ensure that education -- both in and out of school -- is an enriched and enriching experience. In the Ford Foundation's book, "Toward A More Perfect Union," Gordon Berlin and Andrew Sum illustrate that inadequate basic academic skills are intertwined with problems of youth employment, dropping out, out-of-wedlock parenting, welfare dependency and the decline in workforce productivity. Further, and importantly, they illustrate that disadvantaged youth suffer greater learning losses over the summer, when home and peer influences reassert themselves. Thus, our Family Learning Centers are open virtually year round.

## **Use of Technology in the Classroom**

We have developed various scenarios for the effective use of technology in the classroom, with the assistance of John McGuffog, Bergen County (NJ) Technical School; James G. Lengel, Apple Eastern Operations; Martin Huntley, Director of the Computer Technology Center in Somerset, MA, the New England Regional Laboratory, National Science Resource Center, and Mass. Learnpike.

## **Developing the Instructional Program**

Many ideas and programs are being promoted in various places for restructuring our schools. It is notable that "Change Agents in Education," by The Business Roundtable and The National Alliance of Business reported (Winter, 1992) that "three of the best-known "gurus" of school reform: James P. Comer of Yale, Howard Gardner of Harvard and Theodore R.Sizer of Brown have begun holding conversations based on the realization that, powerful though their own ideas may be, they still need help." Sizer explained that, "We are all aware of gaps in our own approach that others can fill." In developing this proposal and our plans for reform, we have considered many of these ideas: 4Mat, outcome based education, learning styles, TESA. We have concluded that no one, two or even three of these answers the need for designing a curriculum and instructional program to meet the National Goals. We do know that we must develop a plan that deals effectively with each of the following elements of what actually goes on in the classroom:

- Learning Objectives -- what should the students learn, both content and standards





- Instruction -- what instructional techniques and learning experiences will be used
- Formative Assessment -- how will we determine what the students have learned
- Feedback, Correctives, and Enrichment -- how will we adjust and modify each student's learning experiences as appropriate to the formative assessment
- Summative Evaluation -- how will we evaluate final student outcomes

## Successful Educational Change

In his book, The Meaning of Educational Change, Michael Fullon states that what really matters is not the quality of the change ideas, but what is finally implemented in the classroom where the teachers teach and the students learn. We have taken great care to involve the people who must implement change in the planning process. Fullon identified fifteen factors that must be dealt with for change to be successful; we intend to deal with each of them as we develop our design. The Rand Change Agent study, undertaken from 1973-1978, researched planned change in education in an effort to understand what factors most influenced successful change projects. Last year Milbrey W. McLaughlin, one of the authors of the original study, reviewed its findings in light of recent reform experience. We have considered many of these in developing our plan, including:

- Change is a problem of the smallest unit (the individual school) because it is there it must be implemented;
- Outside consultants can help, but they must adjust effectively to the local setting not the other way around;
- Projects narrowly aimed at discrete aspects of the system (problem-solving approaches) are likely to fail--bold, comprehensive projects are more likely to produce greater change;
- The content and process of change both matter; and
- The degree of implementation finally determines outcomes.

Because we are also emphasizing school to work transition in preparation for life, we intend to integrate the five competencies described in the SCANS report and the sixth competency proposed in the Strategic Plan. These include:

<b>Resource competency:</b>	identifies, organizes, plans and allocates resources
<b>Interpersonal competency:</b>	works with others
<b>Information:</b>	acquires and uses information





<b>Systems competency:</b>	understands complex interrelationships
<b>Technology competency:</b>	works with a variety of technologies; and
<b>Liberal arts competency:</b>	develops an appreciation of those things which have intrinsic value and add richness to life.

The curriculum will focus on student outcomes to assure that graduates have the necessary thinking, writing, speaking listening decision-making, problem-solving, critical thinking, creative thinking, computer, interpersonal, and information gathering skills to function effectively in our society of the future.

Our curriculum will be based on competency levels rather than traditional grade levels. While different educational gurus and entities call these levels by different names, we envision six levels: early childhood, mastery level 1, 2, 3, Initial Master, Advanced Master Levels. Because of our extended school day and school year, the Advanced Mastery Levels will be equivalent to a 1993 Associate's Degree.

Students will progress at their own pace, advancing academically only by mastering the required competencies in each level. They will be grouped by age for social reasons and academically based on their progress through the required mastery levels.

The purpose of the Early Childhood is to bring all children to their highest potential for future learning. The social and economic inequalities that put many children at a disadvantage will be eliminated/minimized through a comprehensive and proactive approach that provides each child with all that is needed for success. Of key importance will be two features: comprehensive family support services and continuity of curriculum within and between public and private preschool, school-age and daycare programs.

After the Early Childhood stage, each stage encompasses children in groups in triads. This model is essential to achieving the dual goals of quality and accountability in the educational program. Rigorous benchmarks (outcomes) for each level will be set. These three-year levels, with interim checkpoints will ensure that significant growth and knowledge is nurtured, developed and internalized over time. And because the teaching teams will stay with each triad level, continuity in the learning facilitator will occur (in contract to the traditional paradigm wherein children are moved each year to a new teacher, classroom, etc.).

Each level will be defined by encompassing goals that fit both the developmental level of students and the needs of this level of their educational program. This goal will give each stage its special character in the eyes of students, teachers and parents, will focus the curriculum on all disciplines and will provide a focus for assessment.





The goal for Level 3, for example, will be to ensure that students have needed skills for independent learning as they make the transition from an earlier childhood context to an intermediary context, the adolescent years. This level will emphasize and solidify students' previously-nurtured, emergent abilities to acquire learning on their own. Content in all disciplines will focus on such areas as study habits, finding, summarizing and reporting information, working collaboratively to solve problems, and recognizing and pursuing personal interests. Other stages, as they are developed, will be defined by similarly focused curriculum goals. The Advanced Mastery Level, devoted to preparation for life and career, will provide intensive study in preparation for work, further technical training, or university and will also structure student's community participation and service in preparation for a rich civic, cultural and intellectual life.

## **THE CRITICAL THINKING UNDERPINNING OF THE CURRICULUM**

We intend to make critical thinking a nexus of the curriculum, that which all other disciplines orbit. Space does not permit a complete discussion of how we anticipate building the curriculum. In researching this aspect, however, we are impressed with the recommendations included in *DEVELOPING MINDS*, edited by Arthur L. Costa (1991) volumes regarding teaching thinking and the resources for professional development. We intend to make linkages with various centers for critical thinking and rely on the work of individuals like Barry Beyer, Esther Fusco, Fred Newton, Joe Onosko, and Lauren Resnik, among others.

We will also join selective networks like Cogitare to enhance our critical thinking objective. As an indication of educational outcomes relative to critical thinking we present here those outcomes as articulated by Sydelle Seiger-Ehrenberg in the above cited work.



## **I. Areas of Societal Expectations**

**Major Categories of Tasks Every Member of Society is Expected, by Law or Custom, to Accomplish**

### **A. Tasks Related to Self-Sufficiency**

Tasks one is expected to accomplish in order to meet one's own needs of those for whom one is responsible.

#### **1. Physical/Psychological Self-Sufficiency**

Tasks focused on keeping the body and personality operating efficiently and as free of disease and harm as possible.

#### **2. Intellectual Self-Sufficiency**

Tasks focused on using the mind effectively to learn what one needs or is expected to learn.

#### **3. Economic Self-Sufficiency**

Tasks focused on effectively obtaining and producing needed or desired goods and services and efficiently managing personal resources.

#### **4. Social Self-Sufficiency**

Tasks focused on interacting effectively and productively with others in work and social settings.

#### **5. Philosophical/Aesthetic Self-Sufficiency**

Tasks focused on making justifiable judgments about things, actions, events, and so on.

### **B. Tasks Related to Societal Participation**

Tasks one is expected to accomplish, independently and in concert with others, to maintain and improve the functioning of society and the condition of the physical/social environment.

#### **1. Participation in the Maintenance/Improvement of the Functioning of Society**

Tasks focused on fulfilling one's responsibilities to help society survive and function effectively for the well-being of its members.

#### **2. Participation in the Maintenance of a Life-Supporting Physical/Social Environment**

Tasks focused on fulfilling one's responsibilities to help maintain an environment in which human and other life can survive.





## **II. Areas of Personal Goals**

**Major Areas of Task Accomplishment within which the Individual  
may Establish and Pursue Personal Goals**

### **A. Tasks Related to Goals of Self-Enhancement**

Areas of task accomplishment in which the personal goals focus on extended development of some aspect of self.

#### **1. Physical/Psychological Self-Enhancement**

Tasks focused on goals to strengthen one's body and personality and extend one's ability to use them effectively.

#### **2. Intellectual Self-Enhancement**

Tasks focused on goals to strengthen one's ability to learn and extend one's learning to new areas of knowledge and skill.

#### **3. Economic Self-Enhancement**

Tasks focused on goals to strengthen and extend one's ability to obtain or produce goods and services and/or one's ability to manage resources.

#### **4. Social Self-Enhancement**

Tasks focused on goals to strengthen and extend one's ability to interact with others in ways that are mutually satisfying and productive.

#### **5. Philosophical/Aesthetic Self-Enhancement**

Tasks focused on goals to develop greater clarity and depth of understanding of the bases for one's judgments.

### **B. Tasks Related to Goals of Societal-Enhancement**

Areas of task accomplishment in which the personal goals focus on the improvement of societal conditions.

#### **1. Contribution to the Enhancement of the Functioning of Society**

Tasks focused on goals to contribute to the enhancement of society's opportunity to survive and function effectively for the well-being of its members.

#### **2. Contribution to the Creation and Maintenance of Life-Enhancing Physical/Social Environment**

Tasks focused on goals to contribute to achieving a physical and social environment in which human and other life can flourish.





## Magnet Theme of the Curriculum

Since the dawn of civilization, centers of community life have developed near bodies of water. Evolution teaches us that animals which now inhabit the land originally evolved from the water. Water has sustained the totality of community life, whether through irrigation for food grown on land, a resource of food itself and later as a primary vehicle for transportation. The pivotal role of the Taunton River and the Atlantic Ocean have, not surprisingly, been pinnacle to Fall River's growth and development. Not only did the river and the ocean provide the typical fishing and transportation vehicles for Fall River's development, but its myriad inland ponds provided the energy essential to fabric production which catapulted Fall River to prominence as the Spindle City.

Our Atlantis theme, then, serves to integrate the values by which we intend to educate our children and imbue them with a love of life-long learning. It is a source of intellectual disagreement as to whether or not the civilization of Atlantis existed. But whether it be reality or myth, the story of Atlantis, deriving its soul from the sea, dedicated to excellence in all things, extolling the virtue of humankind, dedicated to constant renewal and improvement - all of these are the values upon which we are building our charter school. And in a practical sense, the mystery and all pervasive nature of water in our lives, makes it a most appropriate vehicle to understand myriad applications of practical skill-building. For all time, water, the sea, the rivers, the bays, the ponds, the streams and the brooks - all have held the practical and intellectual attention of scholars, practitioners of every kind and everyday people. From a sense of tranquillity (a grandfather assisting his granddaughter to fish by a lazy stream), a sense of joy (inner city youth enjoying the fire hydrant on a hot summer's day), a sense of adventure (the Portuguese explorers of the 14th and 15th centuries), a sense of need (washing with water as a prelude to modern medical practice); the list is almost endless. It is the integrative nature of the sea which allows us to build a curriculum which is multi-faceted, intellectually rigorous, yet practical in terms of workforce preparation, and which will serve as the backdrop for all which we do.

The fact that the city of Fall River has a waterfront which is on the verge of a renaissance is fortuitous. That renaissance began some twenty-five years ago with the establishment of Battleship Cove. The U.S.S. Massachusetts was due to be sold for razor blades when a group of far-sighted individuals developed plans to berth it on the waterfront as a veteran's memorial. Conceived as an educational project to the children of Massachusetts, it was the children's money which provided the initial funds to purchase the ship. In the we enclose some old photographs of that era. (Please note that the community was not as diverse then as it is today and the old photographs reflect the lack of diversity.) Since its installation in Fall River, the Battleship has consistently remained one of the major tourist attractions for children and their families in the Commonwealth. In addition, thousands of





Boy/Girl Scouts spend overnights on the ship as part of its extensive Scouting Program. (What child does not love the idea of sleeping INSIDE a toy?)

So, part of the idea of the Atlantis Charter School's theme and its location is an attempt to give something back to those children who made the renaissance of the waterfront possible by donating their allowances to save the ship some thirty years ago. Battleship Cove was conceived as an education project and was funded by the Commonwealth for many years as an education project so that schoolchildren could visit Battleship Cove free of charge. We view the Atlantis Charter School as another step in that waterfront educational enterprise. With the Marine Museum, Heritage Park, the Carousel, and the H.M.S. Bounty, there could be no better magnet theme than Atlantis to set the tone for a charter school for Fall River. All of these buildings will be available as resources to our charter school. The entire waterfront, then, in addition to our "main building" will provide a campus for our learners. The chocolate store enterprise which we discuss below could very well be housed in the general store of the Battleship or at the Carousel. The second floor of the Marine Museum could be an applied center for crafts and other applied arts. Heritage Park could host the performing arts. So, our theme not only envelops our curriculum but it also provides the backdrop for our campus.

## THE HUMANITIES

The Humanities Component will include content and skills usually associated with the following: History, Philosophy, Literature, the Visual and Performing Arts.

Theme: *The Sea*  
Organizing Concept: *The Peace Institute*

Using the waterfront area of Fall River, specifically Battleship Cove and Heritage Park, we intend to focus the humanities curriculum on conflict resolution, from the individual level (understanding logic and argument/Philosophy), to the group level (bargaining and negotiation/Communications), to the systemic level (issues of war and peace/History and Political Science). When the school opens in September 1995, the USA will be celebrating the 50th year anniversary of the end of W.W.II. Battleship Cove contains the Battleship Massachusetts. We have proposed that Battleship Cove be rededicated as a peace memorial. With the end of the Cold War, there will ultimately be few or no veterans. And the idea of emphasizing peace is more compatible with contemporary thought. We have already contacted the Russian government and are in the process of contacting the Japanese government to solicit their support for this project. The German government will also be invited and examination of the Holocaust will become part of the history curriculum. We intend to offer Japanese and Russian language proficiency through our Mini-University program (after school hours) in addition to the foreign language experience during the school day. Our children will leave the Atlantis FLC with fluency in Spanish and Portuguese, as well as a foundation in Latin. We hope that





the Russian and Japanese governments, in their support of our efforts, will send teachers to the Charter School for this purpose. Individual students will receive conflict resolution training. We will offer a mini-university course in Eastern mysticism to address stereotypes and counteract the media's misrepresentation of the martial arts as an extra-legal remedy for crime.

We will use the theater and exhibition area of Heritage Park as our Visual and Performing Arts Center. We anticipate that although other appropriate material will be used, there will be a heavy concentration in literature and plays ranging from works like Moby Dick and H.M.S. Pinafore to Frog and Toad Are Friends and Treasure Island. We intend to draw upon the resources of the College of Visual and Performing Arts at UMD as well as BCC and the local repertory theater company to augment faculty for this component of the curriculum. We also intend to use the Pilgrim Church which is now under the aegis of SAVE, Inc. and has the best acoustics of any building in New England as a performance center for our music program.

Because of our commitment to diversity, we will include works by people of color and women as well as ethnic works responsive to the particular ethnic groups of our community, like the Portuguese and Cambodians.

## THE PHYSICAL SCIENCES AND QUANTITATIVE SKILLS

Theme: *The Sea*

Organizing Component: *Oceanography, Aquaculture, Marine Sciences, Navigation*

The thrust of this component would be an interdisciplinary approach where the traditional skills, methodologies and substantive areas usually associated with the physical sciences (biology, chemistry, physics; and math) would be covered. Types of experiences would include aquaculture, marine biology and marine life, introduction to boat construction and marine drafting, navigation and plotting, astronomy, aquatic chemistry, maritime manufacturing, hydraulic systems, propulsion, fisheries, biochemistry, etc. We intend to have a close relationship to the University of MA Marine Science Center and Biology/Chemistry and Physics Departments, the Woods Hole Oceanographic Institute and the MA Maritime Academy . Again, the curriculum will appropriately reflect the contributions which resident ethnic groups have made to these disciplines as reflected by our theme, e.g. the Portuguese and navigation. UMD has an astronomical observatory which will be made available to our students.

We envision that mini-university courses dealing with this component will include the Coast Guard curriculum in small-boat handling, backgammon, chess and duplicate bridge (statistics and math), aquaculture farming, etc.





## THE SOCIAL SCIENCES

Theme: *The Sea*

Organizing Components: *Citizenship for a Civil and Ethical Society/Public Service Applications*

The traditional disciplines of Political Science, Sociology and Economics will be integrated into a focus which prepares students to actively take responsibility for their roles as citizens who will sustain the viability of our economic and political systems. Public Service will be the cornerstone of this experience. In addition to understanding how the economic and political system works, both in terms of the nation-state and as a member of the international community, we will integrate questions of history and philosophy to this component. This curriculum will cover questions of individual, group and systemic dynamics and the role they play in the polis. A curriculum focus will be to integrate women's studies, black studies, ethnic studies, etc. into the mainstream of this component. Critical thinking will be the compelling methodological focus of this component. The Center for Policy Analysis at UMD, the Lloyd Center for Environmental Studies (environmental policy), and the Racial and Gender Equity Project at Brown University, will be important resources for this curriculum development and application.

We envision that the community service component will take place primarily on Saturdays and during the mini-university hours, given special projects. We intend to develop a series of experiences which will dovetail with the federal community service program. For example, we have been associated with a small grant from that program (Serve America) for the last two years and have been designated a national evaluation site. That program involves teenagers from the Fall River Housing Developments working in a variety of community service programs including delivering Meals on Wheels with the FR Council on Aging. We intend to establish similar programs and develop stronger linkages with the Council on Aging in relationship to an intergenerational mentoring program. We intend to also use students from the UMD Public Service Corps to mentor our students.

In order to teach skills necessary for the workplace, we intend to open a small business in conjunction with the school. The model of a sheltered workshop will be applied to instilling work values and skills to our students, particularly those who have difficulty with interpersonal relations. Patterned after Chilmark Chocolates on Martha's Vineyard, we will make and sell chocolates in a small business associated with the school, giving the chocolates appropriate names, Quequechan Chewies (for the Quequechan River). Students will work at the store during mini-university time and on weekends. We will use volunteers from the Council on Aging as mentor/volunteers. This will be an applied experience to teach how small business operates and the skills needed to make a small business successful. Proceeds from the business will be used to fund specific school projects as decided by the business'





student and volunteer trustees. This project will be closely tied to the SCANS perspective in the curriculum.

In order to teach team-building and to enhance self-esteem further, we propose that during the summer months, a Seaboard Outward Bound program be established in cooperation with the H.M.S. Bounty which is docked in Fall River. Sailing ships cannot be sailed without a maximum team effort and we believe that our students' Bounty experience will inculcate a variety of team-building values and skills.

We expect to provide a variety of opportunities, both in the regular program and the mini-university program which will inculcate skills pertaining to governance and leadership. Empowerment will be emphasized by the experience of student governance councils, etc., parliamentary procedure will be a mini-university course as will be other opportunities for community service and Boy/Girl Scout opportunities, etc. We will also emphasize a variety of other skills in the mini-university curriculum like manners, civility, ethics, etc. We will engage in a variety of applied experiences like going to a fine restaurant, how to behave at a sports event by attending one, etc., how to visit a museum, art exhibit, etc.

## **HOLISTIC WELL-BEING**

Both as an integral part of the day curriculum and as a part of the mini-university curriculum, a variety of subjects promoting wellness will be emphasized. Areas such as nutrition, anti-drug, and anti-smoking programs, STD education, parenting skills, emotional well-being etc. will be included.

An important component of holistic well-being includes a rigorous physical fitness program at every level of the curriculum. This program will also include high standards as described by the President's Commission on Special Fitness and other appropriate agencies. Our physical education program will emphasize non-combative sports such as tennis, golf, volleyball, Greco-Roman wrestling, and others as decided by our curriculum teams.

We intend to continue our relationship with the Charlton Memorial Hospital which is assisting our health/social service integration project in our school reform effort, and use their community mobile van as the medical hub for our Charter School until the Student Center is fully operational.

We will ultimately develop a model wherein the social service and medical/dental/psychological needs of the students are integrated into the school complex as we have outlined in our Family Learning Center concept. We hope that the retired Dean of the Brown University Medical School (a Fall River resident) will assist us with this phase of our work.





## **APPLIED SKILLS**

As we have indicated above, our curriculum will not only emphasize information and theoretical constructs, but will also provide opportunities for our students to apply their knowledge to real-world situations. Although we are not a vocational institution in the traditional sense of that concept, we will provide many opportunities for our students to apply what they have learned in the classroom. Among these, we envision that the Battleship will provide space for boat-building and laboratories for marine science and agriculture

## **COMMUNICATIONS ARTS**

We intend that the communications arts be an essential part of the curriculum, particularly as they are related to the demonstration of critical thinking skills. We intend to use computers, video, etc. to enhance the curriculum in this area. We also intend to use television. We will teach our students to watch television critically and to use television as an information resource.

We intend to expose our students to a variety of languages other than English. During the regular school curriculum, we will emphasize Spanish because more than 50% of the U.S. population will soon be Spanish-speaking and Portuguese because more than 50% of the city of Fall River is Portuguese-speaking. During the mini-university curriculum, because of the linkage with the peace memorial, Russian, Japanese and German will be available. We fully intend that each child will leave the school at least bi-lingual and with an acquaintance with a third language. Foundations courses in Latin will also be required as support to understanding English Language Arts.

## **SUPPORT FOR THE CURRICULUM**

In addition to the supportive systems described above, we need to emphasize the following issues:

### **Faculty**

Faculty will be chosen with great care. Although our faculty will be relatively small at the onset, we intend to advertise nationally in order to ensure the best possible teachers for our students. We will strive to hire not only some seasoned teachers, but some newer teachers who will add valuable energy to the project and who will be nurtured to provide leadership for the future. During the mini-university hours (approximately 3 to 5 P.M. daily, adjunct faculty will augment the regular faculty. Faculty will be provided planning time on a daily basis during this two-hour time





slot. Teachers will experience continual professional development and we will strive to allow teachers to attain national certification as that national program develops. We will create an Education Institute for all staff which will drive the professional development of everyone who comes into contact with our students. Mentors and volunteers will also be required to go through training sponsored by the Institute. We will hire a floater who will be trained as part of the teaching team and who will have, among other responsibilities, the role of "permanent substitute" when regular staff is not available.

## **Financial Development**

We will strive to create an endowment for the school and we will work with the Citizens Scholarship Foundation to raise money for scholarships for our students. We are currently involved in their The American Dream Challenge program which begins awarding scholarships in the fourth grade in order to ensure a \$1,000 scholarship upon high school completion.

## **Governance**

We will follow the rules of governance as outlined in the Education Reform Act of 1993. We have used the Polaroid Total Quality Management Training for the CEE Board and we will develop a professional development program for the school council which will include Polaroid, UMD and other appropriate linkages. As part of the School Governance's responsibility for community service, we will invite other public school councils to share in our training as appropriate. We shall attempt in cooperation with UMD to develop an ongoing training program for school councils which can then be used as a state-wide model.

## **Applied Experiences**

We intend to have a close relationship with the Bristol County Training Consortium in pursuit of many of our applied goals, particularly those dealing with the SCANS objectives. Our small business chocolates enterprise will be an ongoing applied project for our students and will also serve the mentoring program.

## **Parents**

Parents will play a pivotal role in this process. Not only will parents be involved in the governance (as mandated) but we will integrate parents into all facets of the learning enterprise. We will employ an individual who will be responsible for parental and community involvement and for assisting the principal in keeping all facets of the family learning concept on track. The Coalition has coordinated several Parent Programs at Robeson FLC.





## **Community**

The individual mentioned above also will be responsible for organizing community involvement. The notion that we will promulgate in our school is that learning is a community responsibility and that all of us are responsible. The community must be involved in a variety of ways, not only in a traditional sense like adopt-a-school programs, but in a comprehensive sense like businesses' allowing employees release time in order to participate in mentoring programs. The CEE already has a close relationship with the Chrysler "World of Work" Program which recently addressed a CEE sponsored breakfast for the business community. See flyer in Appendix.

## **Integration of Health and Human Services**

An essential part of our Family Learning Center concept is the integration of health and human services with the curriculum. During the last several years, the literature has made it clear that status of the student's emotional, psychological and physiological self is an important determinant in academic success. The relevant statistics, particularly those articulated by the Children's Defense Fund, indicate that children are at risk because they are not receiving adequate medical and dental care. In addition, children of middle and upper SES families suffer from "affluenza." We believe, therefore, that the term "at-risk" must be broadened to include most children. We intend to address these problems, not by merely referring students to services, but by providing them on site.

First, we will establish a Student Service Center (age appropriate) for each level. We will negotiate with the Department of Social Services to assign personnel to the Student Center. We intend to provide medical and dental services on site. For example, Charlton Memorial Hospital already owns a medical van which we would solicit as a first step in this plan. Several years ago Fall River developed a similar, but less comprehensive program which dealt with public housing development residents, the first of its kind in the U.S. For the Charter School then, we will have a self-contained unit which will provide all medical and social services which our students may need. We anticipate that when our long-range building plans are finalized, we may be able to attract a pediatrician and dentist to house their offices in a part of our building.

## **Technology**

We intend that technologies will be pervasive throughout the Atlantis Charter School and that its impact will be crucial to the school's academic success.





The use of technology will be used both in support of the management of the school and also as an adjunct to the curriculum, and not merely in the traditional way in which technology has been integrated. Our integration will include the use of technology to support children and their families as well as the mentoring network and other community facets of support to Atlantis.

We intend that the management of Atlantis be run as a well-managed business, to include financial administration, human resources systems, etc. All of these components will be managed through an integrated management information system. We are committed to developing and maintaining an institutional data base to serve the learners and the community. Such a data base is important not only in terms of good management but also in terms of accountability and assessment. There must be a system so that the community, the teachers, and learners and their families can tell what is working, how it is working and how to improve it so that it will work better. A comprehensive institutional data base which allows input regarding individual progress as well as group and school progress is crucial to our assessment criteria and our accountability criteria. This data base will serve as an important component to our Atlantis Community Report Card.

Relevant data pertaining to our students and their families, with appropriate security regarding confidentiality will also be a part of the MIS system. We have already developed in our Learning Together Grant at the Robeson Family Learning Center a comprehensive needs assessment survey for children and their families. This survey is an important tool in developing programs for the Center's families. See Appendix.

Working with myriad business and other community organizations regarding adopt-a-classroom and mentoring also requires the accruing of and managing of a data base. Our technology will allow us to manage this information in the same way in which we expect our learners to manage information.

We also expect that our sophisticated system will allow teachers to have access to a variety of sources which will allow them to interact with other teachers and have almost instant resources to curriculum models, etc. For example, we would envision that teachers will be hooked up to the Internet, Prodigy or other networks from which they will derive information. We believe that the efforts which the Commonwealth has made to date in networking school districts deserve full support. We would envision that all the charter schools could be linked on a network for the purposes of sharing all sorts of information. The Charter Schools network could become an early entrance to the information highway to the general public if it were used as a model for the various telecommunication companies as they develop new modes of technology for communication.

Our learners, because our mission is one by which they are taught to learn (as opposed to ingesting large amounts of information via direct instruction) will use computer technology and its information resources as a primary learning tool. They





will become the Rolls Royces of the information highway, whose jobs will be creatures of that information highway. We intend for them to be the guides who can lead others to the maximum use of the information highway of the 21st century.

We are not going to commit ourselves to a ratio of 3:1 in terms of computers to learners, because with the ever-changing computer environment and the endless possibilities for teaching configurations which our curriculum includes, we are not certain what the appropriate ratio would be. That ratio or the specific equipment will be determined as part of our curriculum planning process. We enclose a brochure from the Technology Lab/Smart Lab which we believe is an example of an appropriate technological environment for learning. See Appendix. Perhaps each learner should have a laptop computer which would connect with these labs both from another location within the school building or from home. We will be sure that our buildings are wired with fiber optics and make a pledge that our learners will have at their disposal whatever technology is required for their 21st century educational preparedness. We also firmly believe in the merits of virtual reality for a teaching tool in driver's education, among others. This too will be a part of our technological package.

During the planning process, we will establish a group of technological experts who will serve as a resource to Atlantis regarding both aspects of the technology required, i.e. as part of the management system and as part of the curriculum system. Both hardware and software will then be identified as part of the curriculum planning process.

## **Research Bibliography**

A research bibliography follows which reflects the various resources consulted in preparation for this proposal.





# ATLANTIS CHARTER SCHOOL

## A TYPICAL ATLANTIS LEARNING PROJECT

The teaching teams and students have decided that a major project for the 1996-97 academic year will be the Food-for-Thought Project. The plans, to date, are as follows:

During the winter months, student and teacher teams will finalize plans for an extensive vegetable garden. The garden will be located on Atlantis' large nine-acre campus adjacent to the elementary school. During the winter months, the science curriculum will emphasize botany, horticulture, nutrition, role of the family in food production (history), different ways of organizing people to do work (sociology) government's role in keeping food safe (political science), where different types of food come from (geography), and cultural aspects of food (ex. pizza is Italian; ice cream is French, etc.) and other educational components to be determined.

Senior citizen mentors will be recruited through the HOSTS Program. An effort will be made to particularly recruit Portuguese-speaking males who have had experience in vegetable gardening and farming, a common experience for the Portuguese immigrant. These mentors will act as supervisors in the garden and will speak only Portuguese to the students. Thus, the project will serve as a vehicle in the Two-Way Bi-Lingual Program and will bring a component of the community, heretofore isolated from the school system, into direct contact with students. It will also provide an opportunity for intergenerational mentoring, an experience which we have found extremely beneficial in our Serve America community service program..

The children will tend the garden during the extended day program and on a volunteer basis, on Saturdays. During the Summer Sessions at the time of harvest, the children will not only pick the crops, they will sell the vegetables at the Atlantis Farmer's Market. At harvest's end, they will create composting and preparation for the next year's planting and learn about ecology. Thus, the children will complete a project from beginning to end of the process and will gain some entrepreneurial (school-to-work) training. The proceeds from the Farmer's Market will be used to purchase food snacks and to provide for field trips during the Extended School Day of the following year.





Located in Fall River, MA, the Atlantis Charter School has been developed through a community-wide collaboration. Atlantis promotes a comprehensive educational experience which will change traditional public education into a successful enterprise for the student, their family and the community. Atlantis restructures the growing-up experience by enabling students to become life-long learners and acquire the knowledge, skills, abilities, attitudes and values that contribute to a healthy society, viable democracy and a prosperous and self-sustaining economy.

Atlantis is a PUBLIC school open to ALL Fall River children. Ultimately, it will offer "pre-K" through "high school," but in its first year, Sept. 95, three to ten-year olds will be selected through a lottery process. Atlantis offers an extended school day, including Saturday morning. Its program will run about 220 days each year. It will offer a Summer program. Students will wear uniforms. As a magnet school, the Atlantis theme will be "The Sea." Students will gain high competency in core subjects, be able to communicate in several languages, think critically and be capable of problem-solving. Atlantis will have a high-tech environment. Atlantis will promote a comprehensive educational experience linking academics with the development of skills needed for the 21st century.

For more information contact

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 Box 1776,  
 Fall River, MA 02722  
 (508) 672-1821

*In any of its practices, the Atlantis Charter School does not discriminate on the basis of race, gender, ethnicity, religion, national origin, sexual preference, physical abilities, or English proficiency.*

# ATLANTIS RESOURCE CENTER



Atlantis Charter School  
Fall River, MA

The Atlantis Charter School's policy is set by a Board of Trustees. The Trustees hire the Principal/Director and are responsible for several functions which support the Atlantic Charter School.

## BOARD OF TRUSTEES PROGRAMS

- Evaluation and Assessment
  - Atlantis Report Card - institutional data base maintenance, adherence to world-class standards and linkage to UMD Center for Policy Analysis.
- Liaison Functions
  - Federal, State and Local governments and appropriate public and private agencies.
- Public Relations and Information
  - Atlantis and Education Reform in general.
- Fundraising and Endowment
  - General support to the Atlantis School, including initial recruitment and hiring of Director/CEO and any other functions as mandated by the Education Reform Act of 1993.

The Atlantis Resource Center is the structure by which the Fall River community is linked institutionally to the Atlantis Charter School. It is the structure by which Atlantis maintains its roots as a community-based school. It is the structure by which students' families are linked to the greater community. It is the structural manifestation of the goal of creating Family Learning Centers which support the learner by using the community as the learner's extended family. The Atlantis Resource Center ensures that community institutional relationships will be restructured with the child's support as focus and that all who interact with the learner will be appropriately trained and have the material and skills to properly fulfill their responsibilities. In summation, the Atlantis Resource Center provides a bridge between family, teachers and community so that Atlantis schooling is a seamless educational experience which truly represents the idea that the entire village is responsible for a child's education.





## PROGRAMS

### □ THE EDUCATION INSTITUTE

- Develops curriculum and provides training for administrators, teachers, parents, mentors, teacher assistants, and all others who interact with Atlantis learners.
- Provides vehicle for director/CEO to "manage" teams in TQM environment.
- Maintains Research Library and access to Internet and other information services for teachers, parents, business, and the community.

### □ COMMUNITY RESOURCE CENTER - HOSTS (HELP ONE STUDENT TO SUCCEED) MENTORING PROGRAM

- Administrative base of mentoring program, scheduling.
- Outreach to business, training, material development, networking, recruitment.

### □ TEACHERS RESOURCE CENTER

- Access to research information for innovative curriculum development and pedagogy.
- Access to material support, including duplicating, desktop publishing, graphics.

### □ FAMILY RESOURCE CENTER

- Administrative base for families' support services, volunteerism, and scheduling.

- Family information center re selecting Atlantis as a Fall River School of Choice.

- Gathering place for families' networking and organizations.

### □ HEALTH AND SOCIAL SERVICE INTEGRATION PROJECT

- Administrative base for fostering new institutional linkages.
- Support for Student/Family HHS Center.
- Program Development/Interface with other programs e.g. antismoking, antidrug, STD, and others.
- On-site family care.

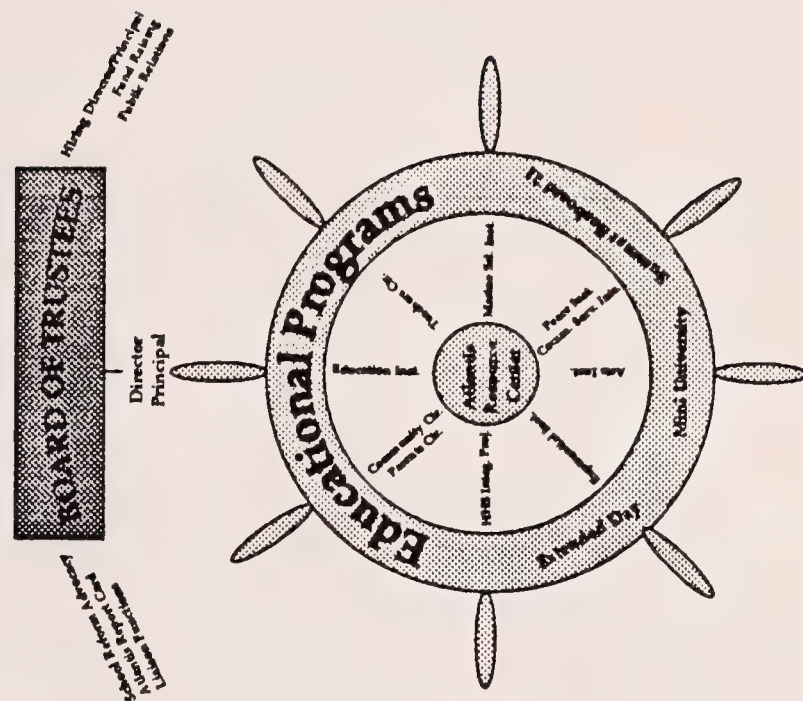
### □ INSTITUTES IN SUPPORT OF CURRICULUM GOALS

- The Peace Institute - creates network of outside organizations to support Humanities goal of conflict resolution, and to provide linkage to U.S.S. Battleship Massachusetts.
- The Community Service Institute - creates network of outside organizations to provide opportunities for community service and to support Social Science curriculum goals of good citizenship and civility.
- The Marine Sciences Institute - creates network of outside organizations to provide support for Math/Physical Sciences curriculum goals using "The Sea" as theme.

- The Arts Institute - creates network to support visual and performing arts - linkage to Heritage Park.
- The Experiential Institute - creates network to support applied skill-building, SCANS goals, school to work transitions values and entrepreneurial experience, including the Chocolate Factory; Seaboard-21 H.M.S. Bounty (Outward Bound) and other "Summer" programs.

## Atlantis Charter School

### Organizational Chart







# ATLANTIS CHARTER SCHOOL

## TYPICAL TEACHER'S/AIDES SCHEDULE

Teaching teams rotate between the Extended Day (Mini-University) and planning periods. Over a two-week cycle, teams average 10 hours in the Extended Day program and 10 hours of planning. Teachers are required to attend the Education Institute one Saturday per month (July 17-31) for professional development; some of this time may be used for planning within the context of that specific professional development experience. Obviously, this schedule is subject to revision by the teams under our TQM management model. Our purpose here is to illustrate coverage of the program and provision of ample planning time within the confines of our proposed budget.

Assumptions: 14 teachers: two masters;  
6 senior;  
6 junior (at times augmented by student-teachers)

(Each team includes a Special Ed. and a Bilingual teacher)

14 aides: 7 aides schedule 7 to 3  
7 aides schedule 10 to 6

Aides are assistants to the CHILDREN. They assist with cafeteria, classroom, specialized instruction like physical education, music and art or wherever they are needed by the learners.

In traditional terms for the purpose of non-verbose illustration, the school contains 6 grades, K through 5, and is a two-unit school with two classes of 25 each per grade level. Two teams of seven teachers and a variable amount of aides depending on the time of day and the specific day are present.

If the A and the B teams are assigned to K-2 and the C and D teams are assigned to 3-5, then A and B will operate the Extended Day Program on Monday, Wednesday and Friday during week 1 and on Tuesday and Thursday in week 2, and use alternate days for planning purposes when teams C and D are covering the Extended Day program. Teams could opt to alternate entire weeks; one week of extended day, followed by one week of planning time. The bottom line, however, is that teachers are on-site at school from 8 to 5 five days a week and one Saturday per month. Other Saturday projects will be on a volunteer basis.





# Atlantis Charter School

## **school calendar, grades k-5**

August 15	First academic session begins
October 16 - 25	Intensive
October 26 - 27	Student Assessment
October 27	First academic session ends
October 28 - 29	Caretaker conferences
October 30	Second academic session begins
December 24 - January 1	Winter break
January 10 - 19	Intensive
January 20 - 21	Student Assessment
January 21	Second academic session ends
January 22 - 23	Caretaker conferences
January 24	Third academic session begins
March 23 - 31	Spring break
April 5 - 14	Intensive
April 15 - 16	Student Assessment
April 16	Third academic session ends
April 17 - 18	Caretaker conferences
April 20	Fourth academic session begins
June 20 - 29	Intensive
June 30 - July 1	Student Assessment
July 1	Fourth academic session ends
July 2 - 16	Summer session I (optional) and Caretaker conferences/Seaboard 21
July 17 - 31	Summer session II (optional) and Seaboard 21/Education Institute (teachers)
August 1 - 14	Summer break
<b>Holidays:</b>	Labor Day, Thanksgiving (two days), Martin Luther King, Jr. Day, President's Day, Patriots' Day, Memorial Day, Independence Day.
<b>Teacher Holidays:</b>	Four weeks (winter break, spring break, summer break), plus holidays. Teachers interpret and prepare for the next session during session breaks.
<b>Total Student Days:</b>	220 (40 more days than the current school calendar; more than



# Atlantis Charter School

## model - daily schedule

Time	Early Childhood	Grades K-2	Grades 3-5	
7:00 - 7:30	Before-school Day-Care	Before-school care Day-Care	Before-school care Day-Care	
7:30 - 8:00				
8:00 - 8:30	Early Childhood Development Session I	Morning opening	Morning opening	
8:30 - 9:00		Communication Arts Reading and Writing	Science	
9:00 - 9:30			Math	
9:30 - 10:00				
10:00 - 10:30		International studies/ Foreign Languages (Two Way Bilingual)	Communication Arts Reading, Writing and Literature	
10:30 - 11:00				
11:00 - 11:30		Lunch		
11:30 - 12:00		Recess	Lunch	
12:00 - 12:30		Early Childhood Development Session II	Math and Science	Recess
12:30 - 1:00				History, Citizenship and Geography
1:00 - 1:30	History, Citizenship and Geography			
1:30 - 2:00				
2:00 - 2:30	Early Childhood Development Session II	Phys. Ed (T, Th) Art or Music (M, W, F)	International studies/ Foreign Languages (Two Way Bilingual)	
2:30 - 3:00				
3:00 - 3:30		Extended Day Mini University	Phys. Ed. (M, W) Art or Music (T, Th, F)	
3:30 - 4:00				
4:00 - 4:30	Extended Day-Care Program	Extended Day Mini University		
4:30 - 5:00				
5:00 - 5:30				
5:30 - 6:00				





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## **11. Student Performance**

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## **11. Student Performance**

- A. Describe your proposed plan to assess student performance*
- B. What remediation will be available for underperforming students?*
- C. How will the development of skills be measured?*

In many areas of our life, we expect - and demand - high standards. We know their great value. They help bring out the best in us. So does the U.S. Department of Education's brochure "High Standards for All" begin its argument as to why children need high standards. It continues by stating that when we do not hold all students to high academic standards, the result can be low achievement and the tragedy of children leaving school without ever having been challenged to fulfill their potential.

Part of our assessment process will be the definition of high standards. These will include content standards which define what all students should know and be able to do. They describe the knowledge, skills and understanding that students should have in order to attain high levels of competency in challenging subject matter.

Performance standards identify the levels of achievement in the subject matter set out in the content standards. They state how well students demonstrate their competency in a subject.

The Atlantis Charter School will establish high standards because high standards let everyone in the education enterprise know what to aim for. They allow every student, every parent and caretaker, and every teacher, as well as everyone in the community, to share in common expectations of what students should know and be able to accomplish. Students will learn more when more is expected of them, in school and at home. By aligning teacher education, which we will do with our close relationship with several institutions of higher learning like UMD-Dartmouth, Lesley College and Bridgewater, instructional materials which shall be researched by our Education Institute and developed for our marine and aquaculture theme by our teams of teachers, and assessment practices, which will also be developed by all participants in our Family Learning Center, standards will help create coherence in our Charter School's educational practices.

As an Educate America 2000 community, and a member of its OnLine, we have had access to all the various disciplines' national standards as they have been drafted and developed. They are already a part of our Resource Center. These include those in mathematics, science, history, arts, civics and government, geography, English





Language arts, and foreign languages. These national standards will be the driving force in our Charter School standards. We shall adopt them and adapt them to our curriculum needs but we will not change their sequence nor their validity.

The issue of determining how well the student is meeting these standards lies in the realm of individual assessment and how well the school itself is performing. Both of these will be measured comprehensively.

There is no better method of providing information to students about their performance than the feedback from their teachers, whether it be a verbal reinforcement, comment on a paper, a note on the computer mail system, etc. Another form of feedback is self-assessment during the professional development of our staff, we will encourage all to maintain open channels of communication with our students and to emphasize the various methodologies relating to individual assessment. Recall that we want to teach civility as well, so we would expect everyone, including the maintenance staff, to engage in constructive feedback regarding manners, and modeling appropriate behavior.

We will hold parents'/caretakers' conferences frequently. Parents/caretakers will be invited in to meet with the teachers or other relevant staff and we will institute a methodology wherein teachers are expected to visit each student in his/her home at least once during a given year. (Note the Compact).

A portfolio will be kept for each child which will include all relevant reports. Portfolio assessments are not of the report-card type. They include not only material which serve to demonstrate how the student is meeting the school standards, but also will include a plan of work for the next portion of the school year. Parents/caretakers will be invited in to share this report at a face-to-face meeting.

At the "end" of the school year, a major portfolio summation will be undertaken. This will include when appropriate, the student's performance, (both strengths and weaknesses) and plans to address them, in relation to the national and state standards as well.

The Charter School will follow all testing requirements set by the Commonwealth of Massachusetts. Our professional development process, however, will guard against any propensity to "teach to the test."

We will also address the complexities of how working with children of different cultures and races impinges upon our ability to reference "common" standards of assessment. We shall meet the challenge of diversity in the assessment context as well. In other words, we will use developmentally appropriate methods as an indication of the student's growth and one attribute of appropriate shall be the context of the student's life and will take into account, race, ethnicity, SES, etc.





The model which we will adopt regarding assessing student outcomes will most likely follow that one designed by Marzano, Peckering and McTighe (1993), Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model, in which assessment standards are linked to their five dimensions of learning. The portfolio assessment is based on certain standards of evaluation derived from a series of learning objectives. With this model, there is a high level of integration between learning styles and assessment and the focus of that integration is student-centered. Thus, this model is congruent with our philosophy because it emphasizes learning skills and assessments which emphasize higher order thinking and life-long learning.

In terms of remediation for underperforming students, we will, of course, take advantage of programs, like Chapter I, etc. We believe, however, that this particular question is somewhat inappropriate to our philosophy because the constant application of remediation strategies is what the public school system has become and it is this very strategy that gravitates against each child reaching his/her potential. Given our extended school day and all-year-round program, there will be ample time for each student to receive adequate education, thus minimizing the need for remediation in the traditional sense. Given the fact that some students will enter the Charter School when they are eight or nine years of age and have not had the previous ongoing readiness experience of our school, there will be period of "catch-up" time for them. We believe that in our school with the appropriate professional development of our staff, our curriculum and the use of technology, the linkages between family and school and between community and school, and with the integration of health and social services, that remediation in the traditional sense will be an exception. Recall, as explained previously, that any graduate (Initial or Advanced Mastery Certificate) will be remediated within one year of graduation if necessary (See Community Compact).



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## **12. School Evaluation**

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## 12. School Evaluation

- A. What methods of self-assessment or evaluation will be used to ensure that the school is meeting its stated mission and objectives?*
- B. How will the school establish regular dialogue with parents? With the community?*

As referred to in the previous Section 11, our idea of school evaluation rests on the notion of collective assessment. There will be traditional assessment in the sense that our participation in state testing will provide an overall school comparison with other public schools throughout the Commonwealth.

We intend, however, to apply several other methodologies regarding school evaluation. From the beginning, our charter school will develop an institutional data base, something which the FR public schools do not have. We will carefully accrue data pertaining to children and their families. Because of our experience with the Learning Together Grant, we have already developed a comprehensive needs analysis for families of our students. We have also developed a process for soliciting that information. As an organization, the Task Force has a record of accruing and saving data. We were the lead organization for the City's management information services development and have expertise among our members in that area. The Charter School, then, under the responsibility of the Board of Trustees will develop an integrated management information system so that a comprehensive data base for evaluation will be available.

In order to consistently evaluate our progress toward our Mission, we intend to develop the Atlantis Community Report Card which will enable us to both objectively conduct that analysis and enable us to format it in a way which will be understandable to the greater community. It is our philosophy that it is the community which pays for public education and we must report to them in a comprehensible way because they are the stakeholders in this enterprise. We have established a close working relationship with the Center for Policy Analysis at the University of Massachusetts at Dartmouth relative to the Learning Together Grant. We intend to institutionalize that relationship regarding the Charter School MIS system and concomitant evaluation.

We addressed somewhat the opportunities for dialogue with parents in Section 11. In addition, we intend that there will be a Charter School staff person whose responsibility, among others, will be to support and develop parental involvement in the school. For example, someone is going to have to track the various ways and provide opportunities by which the families volunteer (See Compact.) Dialogue



with the community is also necessary. Given the under education of the Fall River community, there is an endless need to convince the public about the basic value of education. Some of the techniques mentioned under the recruitment and marketing plan for students and their families are also appropriate strategies regarding a regular dialogue. We intend to continue publishing our newsletter; we will speak to service and non-profit organizations; we will use house organs of corporations. Our students' school uniform will be a constant reminder to the community that we exist and what our philosophy is. One of the roles of the Board of Trustees is to make certain that the dialogue with parents and community is regular, frequent, and substantive.





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## **13. Human Resource Information**

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### 13. Human Resource Information

- A. How will teaching and administrative staff be selected? Describe the standards to be used in the hiring process, including teacher certification requirements or any other professional credentials. What is the targeted staff size?*
- B. How will teachers and administrators be evaluated? How often?*
- C. Describe any other relevant employee information, including but not limited to: salaries, contracts, hiring and dismissal, benefit packages, and staff development.*

Our teachers will act as learning facilitators. There follows elements which we will seek in our teachers:

- Individuals who like children, who represent the diversity of the community and who love to teach;
- Evidence of creative and effective teaching;
- Professionalization (commitment to staff development, collaborative team-teaching approaches, cooperative, and open to experimentation);
- Standards of teaching excellence which meet the concept of national certification;
- Commitment to collegiality, willingness to constantly seek curricular changes which are likely to increase student learning;
- Willingness to become knowledgeable about group decision-making and options for staff development, to engage in action research for school improvement and to view change as a "normal" part of an ongoing, organization, evolutionary process;
- Willingness to accept responsibility as a member of a group which is focused on achieving the collective goals of the school;
- Willingness to cope with the stress that accompanies change;
- Someone who has a sense of humor, is nurturing, bright, exciting and has a deep sense of ethics and integrity;
- Someone who embraces technology as endemic to 21st century learning;
- Someone who is a good listener and has a high energy level;





**A Note Relative to a Paradigm Shift:** We understand that this section deals with the individuals who traditionally are in the "school" as "teachers." Our Family Learning Center Model, however, is an attempt to restructure the growing up experience as it pertains to the education of a child. Our model, then, recognizes that the parents are the first and most important teachers. To that end, then, we intend to make a progressive effort, beginning prenatally (at least with potential siblings of our students) and continuing through the school life of the child, to develop parents as the first and most important teachers. Parents will know that they are part of the curriculum and that success depends upon their involvement. Outreach will include personal contact and programs developed to assist parents as teachers, e.g. the Television Watching Workshop, How to Supervise Homework, Parenting Skills. We will provide adult literacy classes, sponsored by the community college, library etc. or ESL classes, but at the school. In the integration of Health and Human Service Program, we will provide parents with AA, Tough Love, Listening Workshops, Marriage Counseling, or whatever else is needed to provide the appropriate nurturing environment for our students when they are not at school.

The Board of Trustees will select and hire the principal through an open, competitive process that meets affirmative action guidelines, state and federal statutes relative to hiring.

There follows a list of attributes which we consider essential to the principal/directors' position:

- |                      |  |
|----------------------|--|
| <b>Leadership -</b>  | inspires teamwork, maintains high morale, directs school toward goals and objectives, helps others learn and develop, has high expectations for all, promotes equity for all students, parents, and staff. |
| <b>Scholarship -</b> | widely read and know how to access information and empirical support for recommendations; keeps abreast of current educational trends.   |
| <b>Judgment -</b>    | actions and decisions reflect knowledge and common sense.  |
| <b>Alertness -</b>   | intellectually and intuitively able to interpret and respond to changing situations, problems, conditions, and opportunities as they arise.  |
| <b>Initiative -</b>  | can originate and develop ideas and get things done.   |
| <b>Cooperation -</b> | ability and desire to work with others in a team situation (authority, role and power are NOT paramount considerations).   |





<b>Drive -</b>	continuing urge to improve educational program.
<b>Self-confidence -</b>	self-reliant and tactful.
<b>Communication -</b>	can express ideas clearly and concisely as a writer and a speaker.
<b>Flexibility -</b>	adapts to new situations, is a good listener, is willing to take advice and learn from others, values diversity of ideas, learning styles and abilities.
<b>Risk-taking -</b>	seeks to explore and try new ideas, not afraid of failure.
<b>Reliability -</b>	performs according to promise, maintains stability, remains calm and poised under pressure
<b>Joie de Vivre -</b>	loves children, loves life, is bright, has a good sense of humor, is an optimist

The principal, will in effect, acting as CEO of the school, have the responsibility for selecting teaching staff. The Board of Trustees will work with the principal in developing the criteria for selection, like certifiability in Massachusetts, length of experience for lead teachers on the teaching teams, mix of curriculum areas.

Our goal is to hire wonderful teachers. We may exempt certification with proper waivers if the individual is an excellent teacher. For example, we may seek an individual from business or higher education to teach an interdisciplinary science course, using aquaculture as the theme. This individual may not be "certified" K-6 but may be a great teacher. We want to be able to recruit from the traditional teaching ranks, but we also want to tap into other individuals who have great teaching experiences, but not necessarily traditional school teaching experiences. We understand that the Massachusetts Retirement Board currently requires Massachusetts certification for enrollment.

We will seek to recruit some of our teachers from national pools. For example, the Troops to Teachers Programs, would be such a resource. We intend to hire local teachers if they meet our qualifications, but we also want a blend of seasoned, energetic, new, and non-traditional learning facilitators in our Atlantis Charter School.

The school will ultimately enroll 650 students in grades K-12. In September 1995, 300 students in grades K-5 will be enrolled. In September 1996, 50 students will be added (grades K-6); in 1997, 50 students will be added (grades K-7); in 1998, 50 students will be added (grades K-8); and in 1999, 50 students will be added (grades K-9) totaling 500, and so on until the full complement of 650 students (K-12) is enrolled.





In traditional terms, the school in 1995 contains six grades (K-5) and a two-unit school with two classes each per grade level. Two teams of seven teachers and a variable amount of aides (depending on day and/or time) are present. Each team includes a Sped and a bilingual teacher. In addition, there will be specialists in foreign languages, physical education, art, and music. The school will actually operate via mixed age houses. (See page 116D)

Staffing, in addition to the principal/teaching corps, will include a business operations manager, an MIS director, an after-school director and an individual who will serve to recruit students, liaison with parents and liaison with the business community (mentoring program) and will conduct public relations for the school. There will also be a director for the After School/Coaching/Mini-University Program. Other staff through the HHS Integrate will include two MSWs, a mental health counselor, a school nurse, maintenance personnel, and clerical personnel will be included.

Teachers and staff will be evaluated on an on-going basis, just as the students will be. Diverse types of evaluation will be used, but a reliance on portfolio assessment and peer evaluation (using the basic technique of higher education will be used). It is our intention that during the professional development stage prior to the opening of the school, the teachers' teams will, in fact, under the leadership of the principal/director develop their evaluation/assessment tools. We intend to provide them with workshops regarding self-assessment of classroom techniques, etc. We want the teachers to have ownership of their assessment process which we view as constructive, not punitive. Annual evaluations will be conducted. The evaluation process will be constructed in such a way that it is a step in the contract renewal process.

At this point, we assume that evaluations will be based on various categories of achievement like creativity, classroom techniques, ability to motivate, etc., students meeting national standards, etc. We further assume that rank on a variety of these standards will lead to an overall recommendation for annual contract renewal based on a very high, high, or "no" recommendation.

Staff will be hired on individual contracts and merit will be the driving force of salary adjustments. Tenure will not be awarded. The teachers will be expected to work from 8 A.M. to 5 P.M. and year-round. Their salaries will reflect those obligations. As indicated in our daily schedule, the regular school will stop at 3 P.M. or 4 P.M. Teachers will then have two hours per day to engage in planning, professional development, and carry out their other responsibilities regarding children and their families, whether those responsibilities are academic or social. Professional Development is a leading component of our Education Institute. It is a primary responsibility of what makes our Family Learning Center work. As required by the Education Reform Act, our budget will be focused on staff development. We









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## **14. School Governance**



## **14. School Governance**

- A. Describe the internal form of management to be implemented at your school, including any plans to contract to an outside group to manage the school.*
- B. How will the board of trustees be chosen?*
- C. Describe the roles and responsibilities of the board.*
- D. Describe the relationship of the board to teachers, administrators, students and families.*
- E. Discuss the nature of parental and student involvement in decision-making matters.*
- F. Describe the nature and extent of community involvement in school activities.*

The Atlantis Charter School Corporation's internal form of management will be one based on the Total Quality Management Theory and Practice as it applies to educational institutions. We have already begun that process because the Coalition for Excellence in Education committed itself to engaging in TQM for the purpose of providing excellent leadership to the Coalition effort. We have a relationship with the Polaroid Corporation, esp. Mr. Charles Lawrence, who ran a two-day workshop for the CEE board during 1993. We have found that Volume 50 Number 3 (November 1992) of Educational Leadership has been particularly influential and helpful as we work toward these managerial principles which we will apply to the Charter School management structure. Some of those values are quoted below and are taken from Kaufman (1992):

1. Be ready for a challenge. Understand that people fear change and that education is made up of people. Proceed with courage, patience and understanding.
2. Create and use a quality system that will collect performance data, and share it with all so everyone can clearly and continuously determine strategies and tactics for improvement.
3. Define the ideal vision of the world in which we want our grandchildren to live. Identify results only; do not include processes, resources or methods.





4. Determine gaps between current results and the ideal vision.
5. Based on the ideal vision, obtain agreement on what would deliver client satisfaction next year, five years from now, and into the next century. Agree on how satisfaction will be measured.
6. Identify results that would demonstrate achievement of steps 3 and 4, and describe how you would measure each. These results might be mastery in courses, skills, knowledge, attitudes and/or abilities.
7. Define the activities that would deliver such results.
8. Identify resources, including people, facilities and funds - that are required to do the activities and deliver the required results.
9. Specify that each person must do and accomplish to make certain that quality results and activities happen continuously.
10. Continue to use the data-based quality system, which objectively and accurately tracks and reports progress, problems and opportunities. The charter school should be revised as required and new opportunities to improve elements of the school should be considered at each step. Improvement should occur steadily without sacrificing successful activities and resources.

The Board, in consultation with teachers, will determine the school's budget and curriculum. It will consist of nine members. In addition, the Board is the keeper of the vision. The Governance Council, which shall be composed as mandated by the Education Reform Act, makes recommendations to operationalize the vision. We would place an appropriate number, probably two, individuals on the Governance Council from the Board as community representatives. This would provide some continuity. We also will use John Carver's (1992) model of board behavior as a model. It integrates well with the TQM model. We intend that our Board of Trustees as well as the Governance Council engage in ongoing training through the Polaroid program and elsewhere as appropriate. We must provide a model for the entire school in demonstrating that education is ongoing.

## The Education Institute

In our vision of public school reform, the central administrative structure of any school department should be replaced with an Education Institute. Our Board as the administrative structure, then, will be an Education Institute. The intent of the Institute is to adapt the same philosophy of the classroom, i.e. that the process should be one of facilitation and support, rather than enforcement. The Education Institute will be responsible for several different but inter-related programs - professional development, curriculum, institutional integration, technological





advancement and day-to-day administration are the responsibilities of the principal as facilitator; the Board of Trustees will play a supportive role, ensuring community involvement, fundraising for the school's endowment and scholarship foundation, maintaining the Resource Center for Education Reform which will be accessible to all school staff as well as the public at large and assisting whenever needed in developing training programs, especially for itself and the Governance Council. The Board of Trustees will also be responsible for the public relations effort for the school including outreach for student recruitment and family involvement (as we have already done as a Coalition through the Learning Together Grant) and maintaining the collaborative coalition among various elements which support the school's mission. We believe that what distinguishes our proposal for a charter school is not only its unique maritime theme and location, but the new way we envision the separate elements of curriculum, family support, etc. are integrated, mutually supportive and inclusive of the entire community.

It is not enough to state that parental involvement is a part of the process. The Education Institute will be responsible for the Parents Program. This program will encompass upgrading parents' skills for involvement both with their children and the site-based management plan. Some examples of Institute training would include parenting, homework assistance skills, adult literacy, small-group decision-making strategic planning, governance and other issues as needed to facilitate their full involvement in the charter school. The Education Institute helps families fulfill their responsibilities regarding the individual family contracts which are required as admission to the charter school. If an individual student's plan requires that s/he be read to an additional two hours per month, we may have to train some adults in how to read to preschoolers.

The Institute will help business prepare for participation on our Governance Council or advisory councils and in school programs, like reading and life skills programs. It will provide training and orientation for business volunteers who serve as mentors and advocates for the children and provide opportunities for alternative preparation for teacher certification as a prelude to the Professional Development Program, as the Commonwealth continues to evolve into different paradigms for teacher preparation. We intend that as the business community recognizes the value of a world-class learning community our businesses will be active partners and advocates for our charter school as a model for what the public schools in Fall River could be. We anticipate that they will provide opportunities for apprenticeships and community service. We intend that every child within the Charter School will have a mentor. We intend to adopt the Chrysler World of Work Program as a model. We already have a close relationship with that program and its Director Valerie Becker. Chrysler recently spoke at a CEE sponsored breakfast to the business community about the need for school reform and business involvement through mentoring. We also have a mentoring working group established and are hoping to expand it. Quaker Fabric Corporation is the leader and it is already mentoring at the Robeson Family Learning Center under our Learning Together Grant.





The Institute as part of the Board's responsibility will help facilitate the integration of health and social services in the broadest sense. We shall establish student centers for the appropriate age groupings within the charter school, link social service agencies to a physical presence within the school and provide medical and dental services on site. Our lead institutions will be the Charlton Hospital and the Fall River Family Services.

## **Student Involvement**

Because we are dedicated to democratic decision-making, we intend to make students included in decisions as is age appropriate. For example, when we have expanded the school to include the master and advanced master levels, we will include students on the Governance Council as the Education Reform Act requires. (We would behave this way even without the Act.) There are many ways, however, to instill leadership and solicit student input into decisions. We have discussed the issue of the design of the school uniform. We plan to solicit the help of the Fashion Design Department at U Mass-Dartmouth to undertake this project during the 1994-1995 academic year. We would then solicit help from several children who hope to attend Atlantis to be involved in the project. We would also solicit the involvement of various needle trade shops which we would hope to manufacture the goods. The Coalition and Task Force have already been working in a collaborative way for many years and we would continue that value and include students and their families because that is a basic value of the Family Learning Center.

When we obtain our permanent building, we may approach an outside firm to manage the school. This is a potential, but we have no agreements with any such organization at this point in time.

The Board of Trustees of the Atlantis Corporation are duly elected by the Board of the Fall River Regional Task Force Inc. according to the by-laws of both corporations. The role of the Task Force in both the Atlantis and Coalition Corporations is one of parent corporation to its subsidiaries. The Task Force has a long history in the community of nearly twenty years, a fine track record of community involvement and participation; therefore it chooses to structure its organizations in such a way that its good name, credibility, legitimacy and overall excellent reputation can be imparted to new projects.



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antis Charter School

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**ATLANTIS CHARTER SCHOOL CORPORATION  
BOARD OF DIRECTORS  
JANUARY 1994**

(Complete résumés in Appendix)

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Director of the New England Race and Gender Desegregation Project, former Superintendent of the Fall River Public Schools (1980-1993). Active on many national, regional, and state professional boards, he has also served as Chair of the Charlton Hospital Trustees. He is President of the Atlantis Charter School Corporation. He holds an MPA from the University of Rhode Island.

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Broadcasting consultant, is former Vice-President of NBC - Finance and Administration and former managing partner in East Side Film Studios. He is a Director and former Treasurer of the U.S.S. Massachusetts Committee and is Treasurer of the Fall River Regional Task Force, Inc. and Atlantis Charter School Corporation. He holds a BA/BS in Accounting and Management from the University of Florida and Management certificates from Wharton and Harvard.

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Director of the Boyd Center for Child Care and Development. For thirty years, a Sister of Mercy, she has served on the Massachusetts Board of Regents of Higher Education where her interests were in academic affairs and teacher preparation. The Boyd Center was one of the first in the United States to use the ANISA model of early childhood



development. She currently sits on the Board of Bristol Community College among many other volunteer boards. She is Clerk of the Fall River Regional Task Force, Inc. and the Atlantis Charter School Corporation. She is a doctoral candidate at UMass-Amherst.

**MARINHO, RITA D.**

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Executive Director, for ten years, of the Fall River Regional Task Force, Inc. and its subsidiary corporations, the Coalition for Excellence in Education: FR 2000 and the Atlantis Charter School Corporation. Professor of Political Science and Women's Studies at the University of Massachusetts-Dartmouth. She has a long history of public service including City Councilor in New Bedford, Massachusetts, and First Vice-President of the YWCA of the USA. Owner of a small business on Martha's Vineyard, she received her Ph.D. from Brown University.

**PAUL, JULIEN F.**

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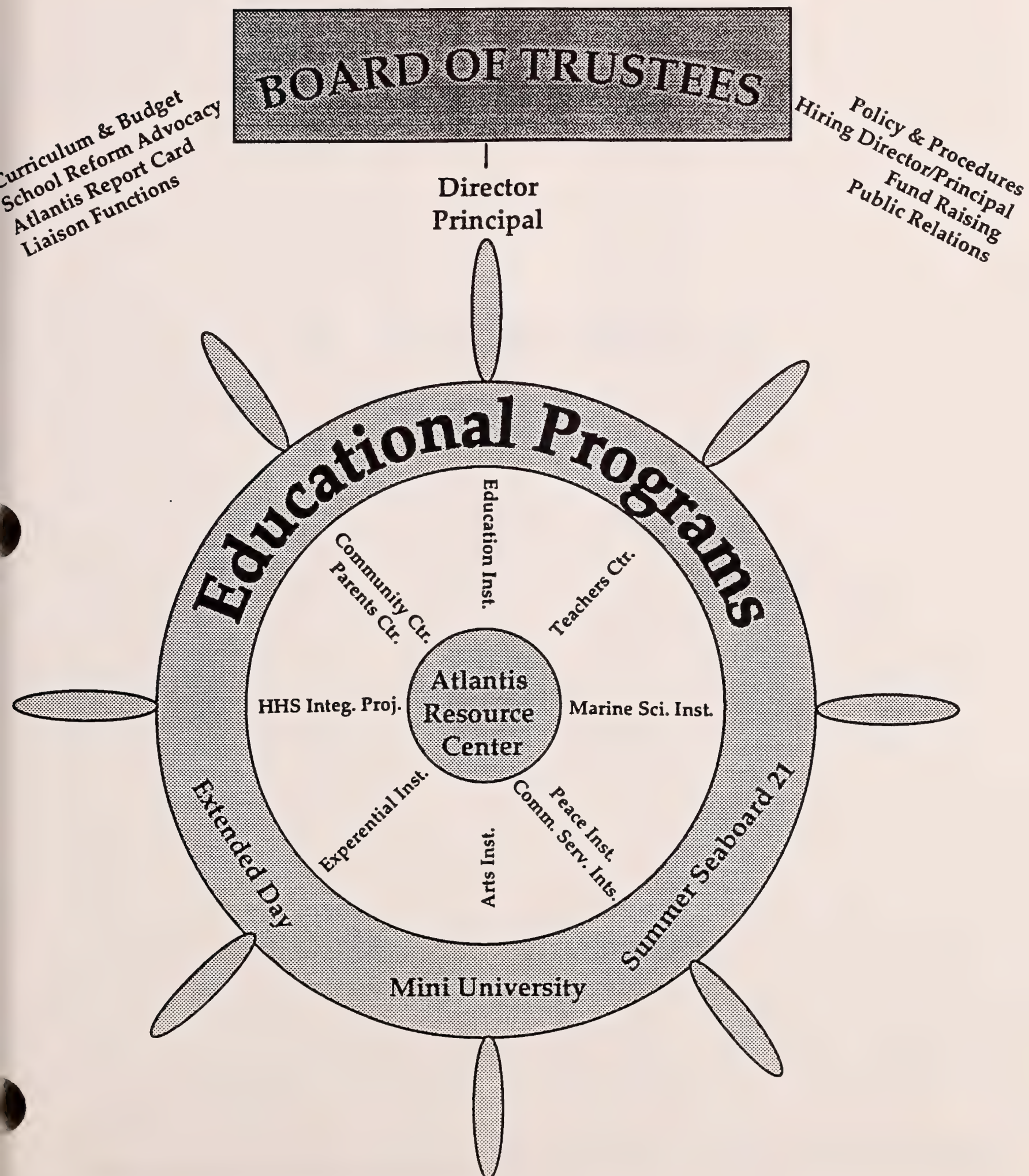
President of the Fall River Regional Task Force, Inc. and President and CEO of Computer Security Systems, Inc. The founder and CEO of Roma Chemicals, he is also a former member of the UMass-Dartmouth Board of Trustees. A Board member of the Fall River Five Cents Savings Bank, he has held the presidency of every major organization in Fall River, including the U.S.S. Massachusetts, the Chamber of Commerce, and the YMCA. He holds a BS in Textile Chemistry from the University of Massachusetts-Dartmouth.





# Atlantis Charter School

## Organizational Chart





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## 15. Building Options

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# ATLANTIS CHARTER SCHOOL

## REVISED BUILDING OPTIONS

The initial application (1/15/94) contained a schematic and description of the Atlantis Charter School located on the Fall River waterfront adjacent to the Marine Museum and the U.S.S. Battleship Massachusetts. We have since revised our thinking because of the availability of a piece of property located on the Taunton River approximately 4 miles south of the previously discussed location. We have not abandoned the waterfront. We still intend to use the waterfront for a variety of elementary programs, including Seaboard 21 and special projects. We shall use the waterfront for our middle school and high school groupings or perhaps just the high school grouping. Our elementary school will, however, use the waterfront facility as adjunct to the main elementary compound, as described below.

The parcel which will house our K through 5 operation is a nine-acre site, located in the South End of the City, on the water and on a main street. It contains nine buildings and outside facilities including playgrounds and a tennis court. The buildings, which were previously used as a school for nuns and some of which are currently being used as a Montessori school for young children, are well maintained and are connected through a series of underground tunnels, thus providing a shield to inclement weather.

In the discussion of our Educational Program, we had stated that we would rely on the Boyd Child and Development Center as an institution with which we would closely ally the Atlantis School. The Boyd Center would provide, as it has for many years, an early childhood component (pre-K to the Atlantis educational complex). Given the choice of this site, our relationship with the Boyd will be even closer.

The Boyd Center will purchase this site, use part of the site for its Pre-K program and rent the needed space for the Atlantis elementary component. The facilities are magnificent and will allow our magnet theme, "The Sea," to be implemented, provide an excellent physical plant for our needs and develop our program in concert with an already well-established and well-reputed educational institution of the Fall River community. As you note, Sister Kathleen Harrington, Director of the Boyd Center, is a founder of the Atlantis Charter Public School. For monthly rent and details thereof, see page 159, Budget Assumptions under "Rent."

Upon the granting of the provisional charter, in concert with the Boyd Center, we will begin to do whatever is necessary to make sure that the buildings meet the required current criteria for public school space.

We anticipate that little will need to be done as these buildings have been, and are currently, used as schools and are in excellent condition for school purposes. The condition of the buildings and their use as schools are indeed a compelling factor for their use as the Atlantis Charter School elementary complex.





## 15. Building Options

- A. Describe your present options for a school building.*
- B. Demonstrate how this site(s) would be a suitable facility for the proposed school.*
- C. Discuss any progress or future plans for acquisition of a school building.*
- D. Describe financing plans, if any.*

For a private corporation to secure a building site for a charter school, if they do not own any real estate is a formidable challenge. It is, perhaps, at the same time, our greatest opportunity. When one is trying to break the mold of traditional, outdated schools which are not producing satisfactory outcomes, it logically follows that new curriculum, new configurations of learning, require a different physical plant.

First, whatever building(s) is/are selected or built, there will be conformance to all SBAB regulations, and all local fire and safety codes. For those attributes which may be waived, if necessary, we will apply for waivers. It is not our intent to skirt any laws, including federal, state or local in order to house our charter school.

We have just recently begun to explore potential sites. First we will discuss the short-term plan and then, our longer-term, permanent plan.

As described in Part I, Section 4, we are committed to locating our charter school in close proximity to the Fall River waterfront. That decision follows logically with our school theme, The Sea. There are many possibilities of both long and short-term locations in this area for our charter school.

### Short-term

The Marine Museum, located across the street and one block away from Battleship Cove currently has a vacant second floor of square feet. The State Pier which, in reality, is a huge vacant building which could house several portable classrooms and provide play areas, etc. all under roof - much like a domed stadium. It is also located adjacent to the Battleship. Dave's Beach is an area not on the waterfront, but located on of the large Watuppa ponds. In the past, it has been used as part of the Boyd Child Care and Development Center. The building which includes classrooms, a dining facility and a gym could also be augmented with portable classrooms. It is located on an eight acre site. In addition the old Montessori school is available for purchase or perhaps rental. Although we intend to house preK through Grade 5 in





one complex, we may have to separate the preK population for the first year, although we shall do all we can to avoid that. In addition, there are several other available buildings throughout the city. A synagogue which also houses classrooms, a gymnasium, and other related facilities will soon be for sale. We are just beginning the process of identifying potential sites and it is our first priority after completion of this proposal. (Note time frame - Section 8).

### Long-term

Given the relationship with the Fall River Public School System and given the general decrepit state of their building plant, it is highly unlikely that the Atlantis Corporation would be interested in renting or purchasing a building or buildings from the public school system.

One possibility lies in the building at 64 Durfee Street which currently houses programs for Bristol Community College. There are plans for BCC to build a new building on its Elsbree Street Campus to house these programs. Then 64 Durfee Street would be available for renovation or for demolition and a new school for Atlantis built on that site. It is located just two blocks away from the Battleship, is across the street from the armory, one block away from the library and the YMCA.

### A Special Note on the U.S.S. Battleship Massachusetts

The U.S.S. Battleship Massachusetts has been berthed on the Fall River Waterfront for some thirty years. During that time, it has received three million visitors making it the most visited tourist attraction in Massachusetts after Plymouth Rock. Originally chartered with an education mission, the Battleship used to receive a Commonwealth grant so that schoolchildren could visit its facilities, which also includes the destroyer U.S.S. Kennedy, the submarine U.S.S. Lionfish, and a P.T. Boat building. This complex of ships contain various exhibits depicting the role of the Navy during the Second World War as well as an extensive museum of memorabilia. Its Scouting Program includes overnight camping, a program which is beloved by its participants and often characterized as the experience of "sleeping inside a toy." But the Battleship, in reality, is not a toy. It is testimony to historic events and values which offer a unique learning experience for the children of today. Beyond the Peace Institute and its role in the Humanities curriculum which we have described under the Curriculum Section, there is another role for the Battleship regarding the School's building.

The Battleship is a self-contained structure which housed approximately 5,000 men during its commissioned status. There are all sorts of facilities including a kitchen and cafeteria, barber shop, pastry shop, print shop, welding/.machine shop, hospital, dentist, shoe repair - the list is almost endless. While, some of these facilities' uses are outdated, the space is there. Under John R. Correiro's superintendency, the Battleship was considered as a site for an "alternative" high school. Ideally, we





would envision the campus of our Atlantis School to be located on the waterfront with several buildings, meeting specific learner's requirements. For example, preschoolers and young children could not use the Battleship as a Family Learning Center. But certainly our 12 to 13 year olds and older could. We want to break the mold by not conceptualizing merely one building as the Atlantis Charter School - we want to use the waterfront and contiguous areas as the campus. Several buildings (including the Marine Museum and the Battleship) would serve as pivotal components of that campus idea. Image the quantitative teachers creating geometry projects using navigation charts and doing it on the main bridge of a battleship which is now part of a peace institute because the world order has changed! Image tracing the routes of the Portuguese explorers by comparing estimates through sextant operation vs. computer analysis on board the bridge! How exciting distance, rate and time problems might be! (Instead of those two tired old trains leaving Chicago and New York for their ill-fated collision).

We also envision the Battleship and as ideal site for our applied skills component. Boat-building workshops and marine science and aquaculture laboratories as well as other types of labs would be housed on board the ship.

Our ultimate plan would consist of a campus, located at the waterfront. That campus would consist of the use of present buildings/facilities with some new facilities which, together, would constitute the physical space for the Atlantis Charter School.

For the Pre-K through grade 5 level, we envision an aquarium, centering a building to which there are attached various facilities for that level of our school. The aquarium would have a public entrance and the learners' facilities would surround the aquarium. Moving to our next level, 6-8, we would use the Marine Museum as the centerpiece. Its second floor would be used for some facilities. A third facility for the 9-12 level would be joined with the Marine Museum. And, of course, the centerpiece for the upper levels would be the Battleship Massachusetts, as explained above. These would all be located near each other; perhaps the clever architects could join them by a series of bridges. The Heritage Park Facility is also close by. There follows, at the end of this section, an artist's rendering of the waterfront. We have indicated on that rendering where the Atlantis complex would be located. We also include a rendition of what the complex buildings might be like.

Given the state of technology, all of our classrooms and their supportive components and people can be networked to each other, so the idea of a "building" in the traditional sense is not our goal. We obviously need different structures for different age groups and we will establish appropriate ones. Our proposal, however, is based on the idea of a campus which is linked technologically and academically, depending on the uses and development and needs of the learners. (See graphic rendition which follows.)





As we view it, the issue with the school building, regarding either renovations and/or building a facility, rests not only with the availability of a building (Fall River has many available buildings in the downtown area and near the waterfront which could be suitable for a school), but what policies the state is going to promulgate in terms of state assistance, e.g. SBAB funds available for construction, renovation and what mechanisms the state could bring to bear on recalcitrant cities and towns to allow charter schools as public funds to tap into the public funds for school buildings purposes.



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## **PART III**

### **16. Code of Conduct**

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## Part III

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### 16. Code of Conduct

*A. Discuss any rules or guidelines governing student behavior which will be incorporated into a student handbook.*

The philosophy of the Atlantis Charter School requires that guidelines relating to student behavior also be part of a new paradigm shift. We believe that the values articulated in Richard L. Curwin and Allen N. Mendler's work, "Discipline with Dignity" offer a model of discipline closely allied with Atlantis values.

Their work centers around a responsibility model, rather than an obedience model. The responsibility model requires more work than teaching for obedience and allows for students to help develop any plan. The development of the model creates an interactive process between teachers, students and parents, each of whom value the other's perceptions, thoughts and opinions. As articulated in their work, the Responsibility Model's main goal is to teach students to make responsible decisions. This notion, of course, squares with the Atlantis goal of teaching civility. The model then focuses on the principle that one learns from the outcomes of decisions. The consequences of the model include an internal locus of decision-making, done by the student and based on logic. Again, given the emphasis of critical analysis in our curriculum, this model is a natural extension of that philosophy and how it is applied to one's own life. Inevitably, based on this model, students learn that they cause their own outcomes, that there is more than one alternative behavior in any situation, and that the student has the power to choose the best alternative.

From the teacher's perspective, some valuable principles also are engaged. First, the teacher understands that dealing with student behavior is a part of the job. It requires concomitant resources and professional training. In fact, it is a part of the curriculum content and has, perhaps, the most long-lasting effect on the student. This is a model which requires that the students be treated with dignity. This is an essential ingredient of student success and builds on the work of James Comer and others who have so eloquently addressed the need to constantly pay attention to questions of enhancing self-esteem as a successful strategy of learning. The responsibility model allows a natural integration of critical thinking skills. It provides all involved with a strategy for using the acting out of behavior in a way constructive to the learning process..

Finally, the Responsibility Model, as Curwin and Mendler articulate, provides the foundation of the Social Contract, i.e. the agreement between teacher and students about the rules and consequences for classroom behavior. Recall that in the Atlantis





Mission, we articulate our goal of creating citizens responsible to ensure the viability of our national democracy. The underlying political value underlying the American Democracy is, of course, the Social Contract, as articulated by J.J. Rousseau and modified by the Framers. The positive aspects of the Responsibility Model as apprenticeship training for good citizenship cannot be overemphasized here because democratic decision-making lies at the heart of this model. The children also learn how their individual behavior relates to a systemic effect. They learn that systems are not malicious; it is the way which they are used which determines outcomes.

Such a responsibility model does not mean that sanctions are not levied. Democracies also levy sanctions against those who break the rules. The difference between the obedience model (more akin to the system of a dictatorship) and our responsibility model is that individuals play a role in determining the rules and the sanctions for breaking those rules.

We will incorporate a track in the Education Institute for teacher training and parent training relative to developing the Responsibility Model. Please note that each class develops its own model and the director of the school then will engage in some process to incorporate overarching rules for the school. Parents will also be part of this process because parent training in this area will mean that we can attempt to have parents use the responsibility model for discipline at home. Thus there will be some measure of consistency between discipline at school and at home; thus we will attempt to achieve a goal of a seamless experience for our children.

*B. Describe your school's policies regarding student expulsion and suspension.*

In the real world, of course, and as our Learning Center develops to incorporate older children, there will be cases where more serious breaches of conduct will require serious sanctions. Our philosophy will be that those students will be removed from classes but not from school. And we intend to use our Mentoring Program to realize this goal.

Recall that during our discussion of the Mentoring Program, we indicated that "Crisis Mentors" who would be available when children needed to spend quality time with an adult away from the classroom would be trained. We believe that Senior Citizens from the Council on Aging would be an excellent resource for this type of mentor. We would envision, then, that the same type of crisis mentor would be used to in-house suspensions (or whatever form the more serious sanction takes).

We anticipate that suspensions/dismissal would be appropriate for the following kinds of actions:





Dishonesty/theft, including academic dishonesty to include cheating, plagiarism and computer-related dishonesty

Use of drugs without medical reasons and use of alcohol; smoking

Open fires, including the use of matches; tampering with fire-fighting equipment

Behavior injurious to the welfare of others, including the carrying of firearms, knives or other types of weapons

As the Social Contract is developed for the Atlantis School, a student handbook will be published. It is anticipated that during the summer of 1995 when our teachers are receiving their initial training, a list like the one above will be developed so that it may be included in the Family Compact. Recall that in order to attend the Atlantis School, families must sign the Compact which includes reference to the Code of Conduct. Students are also required to sign a Compact which refers to a Code of Conduct.

The Code of Conduct will comply with M.G.L. Chapter 37, Section H. Expulsions are determined by the Principal/Director with an appeal process to the Board of Trustees.



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## **17. Special Needs Students**

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## Part III

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### 17. Special Needs Students

*Describe how your school will accommodate special needs students.*

The Atlantis Charter School will accommodate students of moderate and mild special needs.

Our special needs students will be surrounded with a successful learning environment. First, the driving Atlantis pedagogical value is that ALL students can learn. Because Atlantis will emphasize individual educational plans, we will meet the special needs criterion of adapting curriculum materials and instructional practices to meet the needs of diverse learners. Our emphasis on civility leads to the application of effective behavior management; and our cooperative and team-building methods will give us the capacity to consult/collaborate with each other in order to address diverse learner needs. The team-building model will allow us to integrate "special needs" educators with "regular" educators in our regular program. All students will be thusly advantaged.

As in "general" education, family and community involvement is paramount to special needs student success. Our Family Learning Center prototype with its emphasis on parents and families, intense community involvement through mentoring and volunteerism and its integration of health and social services is exactly what the special needs literature dictates as essential for positive student outcomes.

#### Young Children:

Because Atlantis will start with young children, we will hire individuals seasoned in early childhood special needs. We will also build on the expertise of the Boyd Child and Development Center.

#### Different Linguistics/Culture:

Because many of our children (as high as 40%) will come from different linguistic/cultural backgrounds, our specialists will also understand the impact of those differences on the learning process and will come from diverse backgrounds themselves.

#### Social Services Needs:

Our comprehensive family profile survey already successfully developed and implemented at the Robeson Family Learning Center (Year I-Learning



Together Grant) will provide the model for family profiles for all our children including those assessed as in need of special education.

Health Problems:

Our integration of health and human services will structurally address these special education needs: The profile will provide assessment; the integration of HHS will provide services.

We will adhere to the following impairment guidelines: Developmental Delay, Intellectual, Sensory, Neurological, Emotional, Communication, Physical, specified learning and health-related.

Process:

Assessment to Evaluation Team Decision to Individualized Education Plan Development.

The Atlantis Charter School will be in Compliance with M.G.L. Chapter 71, Section B.





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## 18. Funding

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Operating Budget

FY '96 - FY 2000

	FY '96	FY '97	FY '98	FY '99	FY 2000
<b>Revenue</b>					
Per Pupil Revenue	1,528,800	1,837,150	2,162,800	2,506,050	2,868,000
State Seed Money	25,000				
<b>Total Revenue</b>	1,553,800	1,837,150	2,162,800	2,506,050	2,868,000
<b>Operating Expenses</b>					
Salaries	720,000	867,700	1,013,380	1,179,600	1,344,900
Benefits	173,000	208,300	243,320	283,200	332,800
<b>Total Salaries</b>	893,000	1,076,000	1,256,700	1,462,800	1,677,700
<b>General/Administrative</b>					
Start-up Costs	184,600				
Rent	85,000	110,000	116,000	135,000	155,000
Legal/Professional	8,600	5,000	5,000	5,000	5,000
Telephone	1,800	1,800	1,800	1,800	1,800
Postage	800	800	800	800	800
Office Supplies	5,000	5,000	3,000	3,000	3,000
Insurance	6,000	6,000	6,000	6,000	6,000
Bus. Dept.	40,000	42,000	44,500	47,000	50,000
Conferences	2,000	2,000	2,000	2,000	2,000
Texts/Software	40,000	40,000	25,000	25,000	25,000
General Supplies	10,000	15,000	20,000	20,000	20,000
Food Services/Snacks	50,400	58,000	66,700	78,350	88,000
Contingency		44,850	68,900	50,000	90,000
<b>Total General/Administrative</b>	434,200	330,450	359,700	373,950	446,600





# ATLANTIS CHARTER SCHOOL

## Budget Assumptions

FY 1996 - FY 2000

REVENUE	'96	'97	'98	'99	2000
Number of Students	300	350	400	450	500
State Funding (3%) - Per pupil expense	5,096	5,249	5,407	5,569	5,736
<b>Total</b>	<b>1,528,800</b>	<b>1,837,150</b>	<b>2,162,800</b>	<b>2,506,050</b>	<b>2,868,000</b>

OPERATING EXPENSES			
Start-up Costs	6 months	Principal	30,000
		Business Dept.	30,000
		Sec/ Admin.	15,000
		Benefits	15,000
		General Admin.	10,000
	1 month	Teachers	78,600
		Resource Center	6,000
<b>Total Start-up Costs</b>	<b>184,600</b>		

Rent - Includes:	Utilities	12,000
	Custodial/Supplies	28,000
	Space - 15,000 ft. @ \$3 Build. Ins.	45,000
<b>Total Rent</b>	<b>85,000</b>	

Business Dept. Shared with Boyd Center	Business Mgr./Personnel	40,000
	Clerks (2)	36,000
	Benefits	18,200
<b>Total Business Dept.</b>	(6% annual increase) (1/2 Cost)	<b>40,000</b>

Conferences	National Conferences	1,000
	Local Community Functions	1,000
<b>Total Conferences</b>	<b>2,000</b>	

Texts/Software	300 students @ \$150. Add 50 students per year, plus software.
Food Services/Snacks	Contracted out. Costs include daily distribution and snacks for extended day. 68% of students reimbursed 80% from the State.
Extra Curricular	Field trips, special projects, training workshops, gardening/farming project (1999), extended day projects.



# ATLANTIS CARRIER SCHOOL

## Salary Analysis - Teachers

FY '96 - FY 2000

STAFF		FY '96	FY '97	FY '98	FY '99	FY 2000
1	Principal	@ 60,000	63,600	67,400	71,500	75,800
1	Sec/ Admin.	@ 30,000	31,800	33,700	35,700	37,900
2	Master Teachers	@ 48,000	101,800	107,800	114,300	121,200
	Additions (1)		48,000	50,900	53,900	57,200
	Additions (1)				48,000	50,900
	Total Master Teachers		149,800	158,700	216,200	229,300
6	Senior Teachers	@ 38,000	241,700	256,180	271,600	287,800
	Additions (1)			38,000	40,300	42,700
	Additions (1)					38,000
	Total Senior Teachers		241,700	294,180	311,900	368,500
5	Junior Teachers	@ 30,000	160,800	172,200	184,400	197,200
	Additions (1)		30,000	31,800	33,700	35,700
	Additions (1)			30,000	31,800	33,700
	Additions (1)				30,000	31,800
	Additions (1)					30,000
	Total Junior Teachers		190,800	234,000	279,900	328,400
13	Aides	@ 12,000	166,000	176,000	188,000	200,000
	Additions (2)		24,000	25,400	27,000	28,600
	Additions (2)			24,000	25,400	27,000
	Additions (2)				24,000	25,400
	Additions (2)					24,000
	Total Aides		190,000	225,400	264,400	305,000
Total			867,700	1,013,380	1,179,600	1,344,900
Benefits (24%)			208,300	243,320	283,200	322,800
Total Salaries			1,076,000	1,256,700	1,462,800	1,667,700
Administrators		2	2	2	2	2
Teachers		13	15	17	19	21
Aides		13	15	17	19	21
Total Staff		28	32	36	40	44





## Salary Analysis - Resource Center

FY '96 - FY 2000

STAFF	FY '96	FY '97	FY '98	FY '99	FY 2000
Nurse		38,200	40,400	42,800	45,400
Assistant Nurse			24,000	25,400	26,900
Total		38,200	64,400	68,200	72,300
Counselor	36,000	38,200	40,400	42,800	45,400
Additions (1)		36,000	38,200	40,400	42,800
Total	36,000	74,200	78,600	83,200	88,200
Computer/Technical (part-time)	25,000	47,700	50,600	53,600	56,800
Technical Assistant		30,000	31,800	33,700	35,700
Total	25,000	77,700	82,400	87,300	92,500
Sec. Admin.		24,000	26,900	28,600	30,200
Total		24,000	26,900	28,600	30,200
Total	61,000	214,100	252,300	267,300	283,200
Benefits (24%)	8,600	51,000	60,500	64,000	68,000
Total Salaries	69,600	265,100	312,800	331,300	351,200



# ATLANTIS CHARTER SCHOOL

## Capital Expenditures

FY 1996 - FY 2000

1996	Desks/Furniture	50,000	
	Office Equipment	15,000	
	Computers/Printers	25,000	
	Musical Instruments/Sports Equipment/Other	10,000	
			100,000

1997	Desks/Furniture	20,000	
	Office Equipment	10,000	
	Computers/Printers/Home Modems	60,000	
	Musical Instruments/Sports Equipment/Other	10,000	
			100,000

1998	Desks/Furniture	20,000	
	Office Equipment	10,000	
	Computers/Notebooks	40,000	
	Music/Sports Equipment/Other	10,000	
	Computer Lab	70,000	
			150,000

1999	Desks/Furniture	10,000	
	Computer Lab	150,000	
	Computers/Notebooks	50,000	
	Capital Improvements	40,000	
			250,000

2000	Desks/Furniture	10,000	
	Marine Museum	50,000	
	Computer Lab/Notebooks	150,000	
	Music/Art/Sports/Industrial Arts	20,000	
	Capital Improvements	70,000	
			300,000

Total Capital Expenditures			900,000
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## **19. Accountability**

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## 19. Accountability

- A. *How will you handle the process of compiling and disseminating the annual report, as set forth in M.G.L. c.71, s. 89?*
- B. *Discuss your plan for regular review of school finance and accounts.*
- C. *Describe your system for maintaining school records and disseminating information required under public school law.*

As articulated under the sections regarding both school evaluation and student performance, the Board of Trustees accepts as one of its responsibilities the compiling of and dissemination of information regarding the Atlantis School.

We intend to meet our statutory and moral obligations for the above under the context of the Atlantis Charter School Report Card. Educate America: Goals 2000 articulates the need to issue periodic reports to the community regarding the state of the public school system. We intend to adopt this philosophy regarding the Atlantis School, which, after all, is a public school. During the last two years, we have gained some experience in this area through both the Learning Together Grant (MA Dept. of Education) and the Serve America (MA Department of Education) community service grants. The evaluation component for Serve America was contracted to the University of Massachusetts-Dartmouth's Center for Policy Analysis. The Center was also contracted to develop the comprehensive family profile for the model Robeson Family Learning Center.

Using these models, the Atlantis Board intends to contract with the Center for Policy Analysis to provide ongoing evaluation of the school and its programs. We intend that the center use the criteria as articulated in public laws relative to annual reports, etc. as part of its Report Card methodology. The Report Card produced will not only provide the data for the various mandated reports, but will also provide the data base to dialogue with the community about Atlantis. We intend that the Center establish and monitor the institutional data base for the Atlantis Charter School. Our data will be computer stored, retrievable and analyzable.

We also wish to point out that our nucleus Board of Trustees is made up of individuals familiar with legally mandated reporting methods and compliance. A former superintendent is president of our corporation as is a former member of the Board of Regents and present director of a public daycare facility. We also have on board a former president of a company and a former vice president for finance and administration for NBC. We will continue to attend various workshops and obtain necessary legal and expert advice as needed.

We believe that both our implementation plan and past experience speaks to our ability to comply with all mandated reporting, auditing and maintenance and dissemination of data.





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## 20. Transportation

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## 20. Transportation

- A. Discuss plans for transporting students within the local district to and from school. What arrangements, if any, will be made with district transportation?*

The majority of our students will use private transportation. In 1987, Fall River established an intra-district choice plan. Since that time approximately one-third of students travel outside of their neighborhood districts to attend the school of their choice. If Atlantis finds that transportation problems arise, we shall consider, as a first step, putting monitors on public transportation which provides very good access to our anticipated building site.

- B. How will students who live outside the local district be transported?*

We anticipate that these students will also rely on private transportation.

For special needs students, it is our understanding that our students will have the right to free transportation under M.G.L. 766.





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## **21. Liability and Insurance**

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## 21. Liability and Insurance

### *A. Describe your school's insurance coverage plans.*

We understand that charter schools will be protected against liability under M.G.L. 258. In the event that it is necessary, we will purchase private insurance and have budgeted approximately \$6,000 which will insure against \$2 to \$2.5 million.

As we intend to rent our physical space, we will not insure against loss of building but will insure against property contained therein. The \$6,000 budgeted will also cover that premium.

We will also comply with work "mens" compensation insurance as required by law. Those monies are budgeted under salary benefits.





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## **22. Governance Documents**

- A. Constitution**
- B. By-laws**
- C. Chapter 180**



# Atlantis Charter School Constitution

## Preamble

Whereas, it is believed that all students have the ability to learn at continuously higher levels; and

Whereas, the best way to ensure that all students learn more is to improve continuously the quality of intellectual experiences (knowledge work) in which students are engaged; and

Whereas, it is believed that the interests of students are enhanced when the actions of all are guided by a common set of understandings regarding the purpose and mission of the schools; and

Whereas, it is the responsibility of the Atlantis Board of Trustees to ensure that all policies are made in the best interests of the students;

Now, therefore, the Atlantis Board of Trustees on behalf of the citizens of the community, Atlantis students and all Atlantis employees, endorse the following statements of beliefs and principles as a source of guidance and direction of all decisions and actions taken in the name of the school corporation.

## The Purpose of Education

The purpose of education in the Atlantis Charter School is to create an environment which develops, nurtures, and reinforces the success of all people served by the corporation. Further, through the shared involvement of home, community, and school, our purpose is to prepare each student to think, reason, and participate in a diverse, global society as a lifelong self-directed learner.

## Mission

The mission on the Atlantis Charter School is to restructure the growing up experience and to enable students to become lifelong learners and acquire the knowledge, skills, abilities and values that contribute to a healthy society, viable democracy and a prosperous and self-sustaining economy.

## Commitments and Principles

- All school employees continually seek ways to collaborate with families, other child and youth serving agencies, and the community to provide the programs, services, support, and environment necessary for all students to be successful.

- The school corporation welcomes and seeks the participation and opinions of employees, parents and community members and will continually seek better ways to listen and inform.

- The school corporation works with the community in determining and addressing its needs for lifelong learning opportunities.

- The school corporation provides a work environment in which open communication, risk-taking, and innovation are encouraged, and concerns and problems are addressed quickly.

- The school corporation is an equal opportunity employer and does not discriminate on the basis of age, race, color, religion, sex, handicap, national origin, sexual orientation, or limited English proficiency.

- Decisions are made in a participatory manner and as close as possible to the point of implementation.

- Decisions are made consistent with the purpose, mission, and beliefs that officially guide the corporation constitute the standards against which all decisions will be evaluated, and all decision-making groups in the corporation are expected to apply these standards in judging the merit and worth of the decisions they make.

## Beliefs about Students

- All students have the ability to learn at continuously higher levels.

- The interests and needs of students are the focus of all school activities.

- All students have the right to learn in a challenging, safe, caring, and nurturing climate where a spirit of corporation and respect for others exists.

- All students are provided opportunities to make positive choices, to set

goals and priorities, and to assess their own progress. They should be supported in developing the skills needed to avail themselves of these opportunities.

- All students have the right to the finest instruction and the most enriching educational experiences in and out of the classroom.

## Beliefs about Staff

- All Atlantis employees treat students and each other with dignity and respect.

- All Atlantis employees are leaders with the responsibility of guiding and influencing students positively.

- All Atlantis employees provide all students with experiences to ensure they learn continuously at higher levels.

- All Atlantis employees demonstrate understanding and support for the purpose, mission, beliefs, and principles of the school corporation.

- All Atlantis employees take the lead in working with child and youth serving agencies in the community to ensure that each child has the support needed to succeed in school.

- All Atlantis employees are committed to continuous improvement and professional growth.

- The primary roles of the Director are to promote the articulation and pursuit of a compelling vision of education in the community; to encourage and support creative leadership capacity at all levels of Atlantis; to ensure that all personnel focus on providing high quality experiences for students; to educate the community an Atlantis education; to encourage, support, and assist employees in the development of programs and services to meet the needs of students; to provide technical assistance to ensure that quality decisions are made; to develop participatory leadership among school employees to meet student needs.

- Teachers design work that actively engages and challenges students and results in students developing skills, attitudes, and habits of mind that are of





lasting value to themselves and to society.

### **Beliefs about Parents and Community**

- The first and most important teachers of children are parents, guardians, and other caregivers. In this role, parents, guardians, and other caregivers are partners with teachers and other school officials to ensure that each student has the support to be successful in school.

- The obligation of the family, other care-givers, and the community at large is to foster attitudes which encourage students to behave in a responsible and respectful manner toward adults and each other.

- The obligation of the family, other care-givers, and the community at large is to ensure that students recognize success in school as one of their highest priorities.

- The school corporation, families, and all community groups and agencies that serve children and youth in the school corporation form collaborative, networking relationships that are child-centered and focused on providing the necessary support for all children and youth to succeed in school.

- Accountability for the success of all students is shared by parents, school employees, and students.

- The continuous involvement and support of parents in their children's learning and work is encouraged and expected by school employees and all adult members of the community.

### **Beliefs about Quality**

- All policies, programs, practices, and procedures of the corporation are assessed in terms of results and the purpose, mission, and beliefs that guide the school corporation.

- The quality of the knowledge work provided to students will significantly determine the quality of students performance.

- Providing high-quality knowledge

work for students is the most important single activity undertaken the Atlantis Charter School, and all decisions are made with this priority in mind.

- Quality schoolwork is goal-oriented knowledge work that engages students in using knowledge to produce significant performance, encourages students to persist until accomplishment is realized, and results in students developing desired skills, understandings, attitudes, and habits of mind.

### **Beliefs about Support and Innovation**

- The school corporation ensures training and development opportunities for all employees.

- Risk taking and innovative thinking are encouraged, valued, and supported.

- The Board of Trustees and the Director have the primary responsibility for obtaining the necessary resources to support programs within the corporation and for ensuring that programs are assessed by all stakeholders in terms of the results and the consistency of those with the purpose, mission, and beliefs that guide the school corporation.

### **Beliefs about Governance**

- All members of the Board of Trustees treat each other with dignity and respect.

- The Board of Trustees is responsible for the adoption of policies that ensure that the corporation is accountable to the community and responsive to the needs of students and staff.

- The Board of Trustees' top priority is to initiate and sustain a clear sense of purpose, mission, and beliefs regarding the operation of the school corporation.

- The Board of Trustees charge the Director with taking the lead in creating systems in the community that ensure students the support needed to be successful in school.

- Processes are established to ensure participation in corporation-level decisions by all stakeholders.

### **Beliefs about Curriculum, Instruction, and Learning**

- Learning is an active, life-long endeavor.

- Students are expected to produce products and solve problems that demonstrate they have command of the information, skills, and understandings they are expected to acquire and develop.

- Students are provided with learning experiences that promote responsible citizenship in a democratic society.

- Students have the opportunity to learn about their own heritage and the heritage of others.

- Students are given a clear understanding of how their chosen academic program links to the post-secondary opportunities (college, jobs in the economy, and vocational school).





# BY-LAWS

## ATLANTIS CHARTER SCHOOL CORPORATION

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### SECTION 1: NAME, MISSION, LOCATION, CORPORATE SEAL AND FISCAL YEAR

#### 1.1 Name and Mission

The name of the corporation shall be The Atlantis Charter School Corporation. Its short form shall be Atlantis.

Mission Statement: To develop, establish and eventually operate a charter school as articulated in Chap. 71, Sect. 89 M.G.L., thereby preparing children for life and work in the 21st century.

#### 1.2 Location

The principal office of the corporation in the Commonwealth of Massachusetts shall initially be located in the place set forth in the articles of incorporation of the corporation. The trustees may change the location of the principal office in the Commonwealth of Massachusetts, effective upon filing a certificate with the Secretary of the Commonwealth.

#### 1.3 Corporate Seal

The trustees may adopt and alter the seal of the corporation.

#### 1.4 Fiscal Year

The fiscal year of the corporation, shall, unless otherwise decided by the trustees, or pursuant to any changes in the law regulating charter schools, end on June 30 in each year.

### SECTION 2: SPONSORS, BENEFACTORS, CONTRIBUTORS, ADVISORS, FRIENDS OF THE CORPORATION

#### 2.1

The trustees may designate certain persons or groups of persons as sponsors, benefactors, contributors, advisors or friends of the corporation or such other titles as they deem appropriate. Such persons shall serve in an honorary capacity and, except as the trustees shall otherwise designate, shall in such





capacity have nor right to notice of or to vote at any meeting, shall not be considered for purposes of establishing any quorum, and shall have no other rights or responsibilities.

## SECTION 3: TRUSTEES

### 3.1 Number and Election

The trustees at its annual meeting shall fix the number of trustees and shall elect the number of trustees so fixed. At any special or regular meeting, the trustees then in office may increase the number of trustees and elect new trustees to complete the number so fixed; or they may decrease the number of and elect new trustees to complete the number so fixed; or they may decrease the number of trustees but only to eliminate vacancies existing by reasons of the death, resignation, removal or disqualification of one or more trustees. Individuals shall be deemed appropriate for election to the board if they hold the following attributes: commitment to the Mission; willingness to work toward the fulfillment of the Mission; possession of skills needed by the corporation in pursuit of the Mission.

### 3.2 Tenure

Each trustees shall hold office until the next Atlantis annual meeting and until his/her successor is elected and qualified, or until s/he sooner resigns, is removed or becomes disqualified. It is the responsibility of the Nominating Committee to ensure that there not be a wholesale turnover of the Board.

### 3.3 Powers

The affairs of the corporation shall be managed by the trustees who shall have and may exercise all the powers of the corporation, the articles of organization of these by-laws and other sections of the by-laws or sections of the Massachusetts General Laws which may obtain.

### 3.4 Committees

The trustees may elect or appoint one or more committees and may delegate to any such committee or committees any or all of their powers, unless specifically prohibited by the Massachusetts General Laws which obtain. Individuals not serving as trustees may serve on committees. Committees may carry the designation as advisory councils. Committee members are appointed by the president. Unless the trustees otherwise delegate, committees shall conduct their affairs in the same manner as is provided in



these by-laws for the trustees. The members of any committee/advisory council shall remain in office at the pleasure of the president.

### 3.5 Removal

A trustee may be removed by vote of a majority of the trustees then in office. A trustee who has three successive unexcused absences from regular trustee meetings shall be deemed to have resigned.

### 3.6 Resignation

A trustee may resign by delivering a written resignation to the president, treasurer or clerk of the corporation, to a meeting of the trustees or to the corporation at its principal office. Such resignation shall be effective upon receipt.

### 3.7 Vacancies

Any vacancy in the board of trustees, except a vacancy resulting from enlargement which must be filled in accordance with 3.1 may be filled by the Atlantis Trustees. Each successor shall hold office for the unexpired terms or until s/he sooner resigns, is removed or becomes disqualified. The trustees shall have and may exercise all their powers notwithstanding the existence of one or more vacancies in their number.

### 3.8 Regular or Special Meetings

Regular or special meetings of the trustees may be held at such places and at such times as the trustees or the president may determine. Any officer or two or more trustees may call such meetings.

### 3.9 Call and Notice

A call or notice shall be required for all board meetings. This notice shall include the time and place of the meeting and the agenda for the meeting. Meeting notices shall comply with requirements of the law . A twenty-four hour period prior to such meetings shall be considered sufficient notice. Trustees may execute a waiver of notice of meetings. Such waivers shall be filed at the principal office of the corporation.

### 3.10 Quorum

At any meeting of the board, a majority of the members then in office (whether present in person or not) shall constitute a quorum.





### 3.11 Action by vote

Each trustee shall have one vote. Decisions of the trustees shall be rendered by majority vote of those present and voting.

### 3.12 Action by Writing

Actions in writing are not permitted, save proxy voting.

### 3.13 Proxies

Trustees may vote by proxy if their written vote is received by the clerk prior to the vote taken at the meeting. Proxies are limited to specific votes at specific meetings.

### 3.14 Compensation

Trustees do not receive compensation as trustees except that they may be entitled to receive for their services compensation for expenses for attendance at meetings. Trustees determined the level of compensation. Trustees shall not be precluded from serving the corporation in any other capacity and receiving compensation for any such services.

## SECTION 5: OFFICERS AND AGENTS

### 4.1 Number and Qualification

The officers of the corporation shall be a president, vice-presidents, treasurer and clerk. The corporation may also have such agents, if any, as the trustees may appoint. An officer shall be a trustee. The clerks shall be a resident of Massachusetts. A person may not hold more than one office at the same time. If required by the trustees, any officer shall give the corporation a bond for the faithful performance of her/his duties in such an amount and with such surety or sureties as shall be satisfactory to the trustees.

### 4.2 Election

The president, vice-presidents, treasurer and clerks shall be elected annually by the trustees at the annual meeting.



### 4.3 Tenure

The president, vice-presidents, treasurer and clerk shall each hold office until the next annual meeting after their election and until his/her successor is chosen and qualified, or in each until s/he sooner resigns is removed or becomes disqualified. Each agent shall retain her/his authority at the pleasure of the trustees.

### 4.4 President and Vice-Presidents

The president shall be the chief executive officer of the corporation and, subject to the control of the trustees shall have general charge and supervision of the affairs of the corporation. The president shall preside at all meetings of the board.

The vice-presidents shall have such duties and powers as the trustees shall determine. A designated vice-president shall have and may exercise all the powers and duties of the president during her/his absence or inability to act. The designated vice-president succeeds to the presidency upon resignation or removal of the president and holds that office until a qualified president is duly elected by the board.

### 4.5 Treasurer

The treasurer shall be the chief financial officer and the chief accounting officer of the corporation. S/he shall be in charge of its financial affairs, funds, securities and valuable papers and shall keep full and accurate records thereof. S/he shall have such other duties and powers as designated by the trustees. S/he shall also be in charge of its books of account and accounting records, and of its accounting procedures.

### 4.6 Clerk

The clerk shall record and maintain records of all proceedings of the trustees which records shall be kept within the Commonwealth at the principal office of the corporation. These records shall be open at all reasonable times to the inspection of any trustee. Such records shall include the original articles of incorporation and by-laws and amendments thereto and names and addresses of trustees. The clerk and/or board may designate an agent to fulfill the functions of the clerk.

### 4.7 Suspension and Removal

An officer may be suspended or removed with or without cause by vote of a majority of trustees then in office at any special meeting called for such





purpose or at any regular meeting. An officer may be removed with cause only after reasonable notice and opportunity to be heard.

#### 4.8 Resignation

An officer may resign by delivering a written resignation to the president, treasurer or clerk of the corporation, to a meeting of the trustees or to the corporation at its principal office. Such resignation shall be effective upon receipt.

#### 4.9 Vacancies

If the office of any officer becomes vacant, the trustees may elect a successor. Each such successor shall hold office for the unexpired terms, and until his/her successor is elected, and qualified or in each case until s/he sooner dies, resigns, is removed or becomes disqualified. The only officer which can succeed to the presidency is the designated vice-president.

### SECTION 5: EXECUTION OF PAPERS

Except as the trustees may generally or in particular cases authorize, the execution thereof in come other manner, all deeds, leases, transfers, contracts, bonds, notes, drafts and other obligations made, accepted or endorsed by the corporation shall be signed by the president and the treasurer. Checks shall be signed by any one of the following: the president, or treasurer. Salary checks require the signature of both the president and treasurer.

Any recordable instrument purporting to affect an interest in real estate, executed in the name of the corporation by two of its officers, of whom one is the president and the other is the treasurer, shall be binding on the corporation in favor of a purchaser or other person relying in good faith on such instrument notwithstanding any inconsistent provisions of the articles or organization, by-laws, resolutions or votes of the corporation.

### SECTION 6: PERSONAL LIABILITY

#### 6.1

The trustees, officers and committee members of the corporation shall not be personally liable for any debt, liability or obligation of the corporation. All persons, corporations or other entities extending credit to, contracting with, or having any claim against, the corporation, may look only to the funds and





property of the corporation for the payment of any such contract or claim, or for the payment of any debt, damages, judgment or decree, or of any money that may otherwise become due or payable to them from the corporation.

## 6.2

A trustee, officer or committee member shall perform his/her duties as such including, in the case of a trustee, his/.her duties as a member of a committee of the board upon which s/he may serve, in good faith and in a manner s/he reasonably believes to be in the best interests of the corporation, and with such care as an ordinarily prudent person in a like position with respect to a similar corporation would use under similar circumstances. In performing his/her duties, a trustee, officer or committee member shall be entitled to rely on information, opinion, reports or records, including financial statements, books of account and other financial records, in each case presented by or prepared by or under the supervision of (1) one or more officers or employees of the corporation whom the trustees, officers, or committee member reasonably believes to be reliable and competent in the matters presented, or (2) counsel, public accountants or other persons as to matters which trustees, officers of committee member reasonably believes to be within such person's professional or expert competence, or (3) in the case of a trustee, a duly constituted committee of the board upon which s/he does not serve, as to matters within its delegated authority, which committee the trustees reasonably believe to merit confidence, but s/he shall not be considered to be acting in good faith if s/he has knowledge concerning the matter in question that would cause such reliance to be unwarranted. A trustee, officer or committee member of the corporation shall not be liable for the performance of her/his duties if s/he acts in compliance with this section.

## 6.3

Under Chapter 258 M.G. L., the corporation shall indemnify the trustees, officers, employees and other agents of the corporation and persons who serve at its request as trustees, officers, employees and other agents from personal liability under Section 7.1 above. Such indemnification may include payment by the corporation of expenses incurred in defending a civil or criminal action or proceeding in advance of the final disposition of such action or proceeding, upon receipt of an undertaking by the person indemnified to repay such payment if s/he shall be adjudicated to be not entitled to indemnification to repay such payment if s/he shall be adjudicated to be not entitled to indemnification under this section which undertaking may be accepted without reference to the financial ability of such person to make repayment. No indemnification shall be provided for any person with respect to any matter as to which s/he shall have been adjudicated in any proceeding not to have acted in good faith in the reasonable belief that





her/his action was in the best interests of the corporation. The absence of any express provision for indemnification shall not limit any right of indemnification existing independently of this section. The corporation shall have power to purchase and maintain insurance on behalf of any person who is or was a trustee, officer, employee or other agent of the corporation or is or was serving at the request of the corporation as a trustee, officer, employee, agent or committee member.

#### SECTION 7: AMENDMENTS

These by-laws may be altered, amended or repealed in whole or in part by vote of a majority of the trustees then in office, except with respect to any provision thereof which by law, is prohibited. Not later than the time of given notice of the meeting of trustees next following the making amending, or repealing by the trustees of any by-laws, notice thereof stating the substance of such change shall be given to all Atlantis trustees.

#### SECTION 8: PROCESS

Meetings, process and organization structure not covered in these by-laws shall conform to Robert's Rules of Orders, Revised.

#### SECTION 9: OPEN MEETING LAW COMPLIANCE

All meetings of the Board and its respective committees and/or advisory councils will be held in compliance with MLS Chapter 39, and any other selected general laws which may obtain.

#### SECTION 10: CONFLICTS OF INTEREST

The Board shall establish a policy for dealing with conflicts of interest. The policy shall include a procedure for the annual written disclosure by all board members of their business and other board membership, for profit and not-for-profit. Such information shall be updated annually, circulated to all board members, and on file for public review at the Board of Trustees Office. Prior to any Board vote when any real or apparent conflict of interest obtains, the Board member shall announce same and absent her/himself during discussion and refrain from voting on such measure.



# The Commonwealth of Massachusetts

OFFICE OF THE MASSACHUSETTS SECRETARY OF STATE  
MICHAEL J. CONNOLLY, Secretary  
ONE ASHBURTON PLACE, BOSTON, MASSACHUSETTS 02108

## ARTICLES OF ORGANIZATION (Under G.L. Ch. 180)

### ARTICLE I

The name of the corporation is:

ATLANTIS CHARTER SCHOOL

### ARTICLE II

The purpose of the corporation is to engage in the following activities:

To develop, and eventually establish and operate  
a charter public school as provided by the Education  
Reform Act of 1993, specifically M.G.L. c.71, S.89.

C ☐  
P ☐  
M ☐  
R.A. ☐

Note: If the space provided under any article or item on this form is insufficient, additions shall be set forth on separate 8½ x 11 sheets of paper leaving a left hand margin of at least 1 inch. Additions to more than one article may be continued on a single sheet so long as each article requires each such addition is clearly indicated.

P.C.





### ARTICLE III

If the corporation has one or more classes of members, the designation of such classes, the manner of election or appointments, the duration of membership and qualification and rights, including voting rights, of the members of each class, may be set forth in the by-laws of the corporation or may be set forth below

Not applicable.

### ARTICLE IV

Other lawful provisions, if any, for the conduct and regulation of the business and affairs of the corporation, for its voluntary dissolution, or for limiting, defining, or regulating the powers of the corporation, or of its directors or members, or of any class of members, are as follows:

See attached "Powers."

If there are no provisions, state "None".

Note: The preceding four (4) articles are considered to be permanent and may ONLY be changed by filing appropriate Articles of Amendment.



## POWERS

4. The corporation shall have the following powers in furtherance of its corporate purposes:

4.1 The corporation shall have perpetual succession in its corporate name.

4.2 The corporation may sue and be sued.

4.3 The corporation may have a corporate seal which it may alter at pleasure.

4.4 The corporation may elect or appoint directors, officers, employees and other agents, fix their compensation and define their duties and obligations.

4.5 The corporation may purchase, receive or take by grant, gift, devise, bequest or otherwise, lease, or otherwise acquire, own, hold, improve, employ, use and otherwise deal in and with, real or personal property, or any interest therein, wherever situated, in an unlimited amount.

4.6 The corporation may solicit and receive contributions from any and all sources and may receive and hold, in trust or otherwise, funds received by gift or bequest.

4.7 The corporation may sell, convey, lease, exchange, transfer or otherwise dispose of, mortgage, pledge, encumber or create a security interest in, all or any of its property, or any interest therein, wherever situated.

4.8 The corporation may purchase, take, receive, subscribe for, or otherwise acquire, own, hold, vote, employ, sell, lend, lease, exchange, transfer, or otherwise dispose of, mortgage, pledge, use and otherwise deal in and with, bonds and other obligations, shares, or other securities or interests issued by others, whether engaged in similar or different business, governmental or other activities.

4.9 The corporation may make contracts, give guarantees and incur liabilities, borrow money at such rates of interest as the corporation may determine, issue its notes, bonds and other obligations, and secure any of its obligations by mortgage, pledge or encumbrance of, or security interest in, all or any of its property or any interest therein, wherever situated.

4.10 The corporation may lend money, invest and reinvest its funds, and take and hold real and person property as security for the payment of funds so loaned or invested.

4.11 The corporation may do business, carry on its operations, and have offices and exercise the powers granted by Massachusetts General Laws, Chapter 180, in any jurisdiction within or without the United States, although the corporation shall not be opera-





ted for the primary purpose of carrying on for profit a trade or business unrelated to its tax exempt purposes.

4.12 The corporation may pay pensions, establish and carry out pensions, savings, thrift and other retirement and benefit plans, trusts and provisions for any and all of its directors, officers and employees.

4.13 The corporation may make donations in such amounts as the members or directors shall determine, irrespective of corporate benefit, for the public welfare or for community fund, hospital, charitable, religious, educational, scientific, civic or similar purposes, and in time of war or other national emergency in aid thereof; provided that as long as the corporation is entitled to exemption from federal income tax under Section 501(c)(3) of the Internal Revenue Code, it shall make no contribution for other than religious, charitable, scientific, testing for public safety, literary or educational purposes or for the prevention of cruelty to children or animals.

4.14 The corporation may be an incorporator of other corporations of any type or kind.

4.15 The corporation may be a partner in any business enterprise which it would have power to conduct by itself.

4.16 The directors may make, amend or repeal the by-laws in whole or in part, except with respect to any provision thereof which by law or the by-laws requires action by the members.

4.17 Meetings of the directors may be held anywhere in the United States.

4.18 The corporation shall, to the extent legally permissible and only to the extent that the status of the corporation as an organization exempt under Section 501(c)(3) of the Internal Revenue Code is not affected thereby, indemnify each of its directors, officers, employees and other agents (including persons who serve at its request as directors, officers, employees or other agents of another organization in which it has an interest) against all liabilities and expenses, including amounts paid in satisfaction of judgments, in compromise or as fines and penalties, and counsel fees, reasonably incurred by him in connection with the defense or disposition of any action, suit or other proceeding, whether civil or criminal, in which he may be involved or with which he may be threatened, while in office or thereafter, by reason of his being or having been such a director, officer, employee or agent, except with respect to any matter as to which he shall have been adjudicated in any proceeding not to have acted in good faith in the reasonable belief that his action was in the best interests of the corporation; provided, however, that as to any matter disposed of by a compromise payment by such director, officer, employee or agent, pursuant to a consent decree or otherwise, no indemnification either for said payment or for any other expenses shall be provided unless such compromise shall be approved as in the best interests of the corporation, after notice that it involves such indemnification: (a) by a disinterested majority of the directors





then in office; or (b) by a majority of the disinterested directors then in office, provided that there has been obtained an opinion in writing of independent legal counsel to the effect that such director, officer, employee or agent appears to have acted in good faith in the reasonable belief that his action was in the best interests of the corporation; or (c) by a majority of the disinterested members entitled to vote, voting as a single class. Expenses including counsel fees, reasonably incurred by any such director, officer, employee or agent in connection with the defense or disposition of any such action, suit or other proceeding, may be paid from time to time by the corporation in advance of the final disposition thereof upon receipt of an undertaking by such individual to repay the amounts so paid to the corporation if he shall be adjudicated to be not entitled to indemnification under Massachusetts General Laws, Chapter 180, Section 6. The right of indemnification hereby provided shall not be exclusive of or affect any other rights to which any director, officer, employee or agent may be entitled. Nothing contained herein shall affect any rights to indemnification to which corporate personnel may be entitled by contract or otherwise under law. As used in this paragraph, the terms "directors", "officers", "employees" and "agents" include their respective heirs, executors and administrators, and an "interested" director is one against whom in such capacity the proceeding in question or another proceeding on the same or similar grounds is then pending.

4.19 No person shall be disqualified from holding any office by reasons of any interest. In the absence of fraud, any director, officer, or member of this corporation individually, or any individual having any interest in any concern in which any such directors, officers, members, or individuals have any interest, may be a party to, or may be pecuniarily or otherwise interested in, any contract, transaction, or other act of this corporation, and

4.19.1 such contract, transaction or act shall not be in any way invalidated or otherwise affected by that fact;

4.19.2 no such director, officer, member or individual shall be liable to account to this corporation for any profit or benefit realized through any such contract, transaction or act; and

4.19.3 any such director of this corporation may be counted in determining the existence of a quorum at any meeting of the directors or of any committee thereof which shall authorize any such contract, transaction or act, and may vote to authorize the same;

The term "interest" includes personal interest and interest as a director, officer, stockholder, shareholder, trustee, member or beneficiary of any concern; the term "concern" meaning any corporation, association, trust, partnership, firm person or other entity other than this corporation.





4.20 No part of the assets of the corporation and no part of any net earnings of the corporation shall be divided among or insure to the benefit of any officer or director of the corporation or any private individual or be appropriated for purposes other than the purposes of the corporation as herein set forth; and no substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting, to influence legislation except to the extent that the corporation makes expenditures for purposes of influencing legislation in conformity with the requirements of Section 501(h) of the Internal Revenue Code; and the corporation shall not participate in, or intervene in (including the publishing or distributing of statements), any political campaign on behalf of any candidate for public office. It is intended that the corporation shall be entitled to exemption from federal income taxes under Section 501(c)(3) of the Internal Revenue Code and shall not be a private foundation under Section 509(a) of the Internal Revenue Code.

4.21 Upon the liquidation or dissolution of the corporation, after payment of all the liabilities of the corporation or due provision therefor, all of the assets of the corporation shall be disposed of to one or more organizations exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code.

4.22 In the event that the corporation is a private foundation as that term is defined in Section 509 of the Internal Revenue Code, then notwithstanding any other provisions of the articles of organization of the by-laws of the corporation, the following provisions shall apply:

4.22.1 the directors shall distribute the income for each taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Section 4942 of the Internal Revenue Code.

4.22.2 the directors shall not engage in any act of self dealing as defined in Section 4941(d) of the Internal Revenue Code; nor retain any excess business holdings as defined in Section 4943(c) of the Internal Revenue Code; nor make any investments in such manner as to incur tax liability under Section 4944 of the Internal Revenue Code; not make any taxable expenditures as defined in Section 4945(d) of the Internal Revenue Code.

4.23 The corporation shall have and may exercise all powers necessary or convenient to effect any or all of the purposes for which the corporation is formed; provided that no such power shall be exercised in a manner inconsistent with Massachusetts General Laws, Chapter 180 or any other chapter of the General Laws of the Commonwealth of Massachusetts; and provided, further, that the corporation shall not engage in any activity or exercise any power which would deprive it of any exemption from federal income tax which the corporation may receive under Section 501(c)(3) of the Internal Revenue Code.



4.24 All references herein: (a) to the Internal Revenue Code shall be deemed to refer to the Internal Revenue Code, as now in force or hereafter amended; (b) to the General Laws of the Commonwealth of Massachusetts, or any chapter thereof, shall be deemed to refer to said General Laws as now in force or hereafter amended, and (c) to particular sections of the Internal Revenue Code or the General Laws of The Commonwealth of Massachusetts shall be deemed to refer to similar or successor provisions hereafter adopted.





## ARTICLE V

By-laws of the corporation have been duly adopted and the initial directors, president, treasurer and clerk or other presiding, financial or recording officers, whose names are set out below, have been duly elected

## ARTICLE VI

The effective date of organization of the corporation shall be the date of filing with the Secretary of the Commonwealth or if a later date is desired, specify date, (not more than 30 days after date of filing).

The information contained in ARTICLE VII is NOT a PERMANENT part of the Articles of Organization and may be changed ONLY by filing the appropriate form provided therefor.

## ARTICLE VII

a. The street address of the corporation IN MASSACHUSETTS is: (post office boxes are not acceptable)

64 Durfee Street, Fall River, MA 02720

b. The name, residence and post office address of each of the initial directors and following officers of the corporation are as follows:

	NAME	RESIDENCE	POST OFFICE ADDRESS
President:	John R. Correiro	16 Belmont Street, Fall River, MA.	Box 1776, Fall River 02722
V.Pres	Julien F. Paul	750 Davol St., Fall River, MA	Box 1776, Fall River 02722
Treasurer:	Kenneth S. Duarte	500 Rivet St., New Bedford, MA 02740	Box 1776, Fall River 02722
Clerk:	Kathleen Harrington	52 Illinois St., New Bedford, MA 02745	Box 1776, Fall River 02722

Directors: (or officers having the powers of directors).

NAME	RESIDENCE	POST OFFICE ADDRESS
John R. Correiro	16 Belmont St., Fall River, MA 02720	Box 1776 FR 02722
Julien F. Paul	750 Davol St., Fall River, MA 02720	Box 1776 FR 02722
Kenneth S. Duarte	500 Rivet St., New Bedford, MA 02740	Box 1776 FR 02722
Kathleen Harrington	52 Illinois St., New Bedford, MA 02740	Box 1776 FR 02722

c. The fiscal year of the corporation shall end on the last day of the month of: June

d. The name and BUSINESS address of the RESIDENT AGENT of the corporation, if any, is:

Not applicable.

I/We the below-signed INCORPORATORS do hereby certify under the pains and penalties of perjury that I/We have not been convicted of any crimes relating to alcohol or gaming within the past ten years. I/We do hereby further certify that to the best of my/our knowledge the above-named principal officers have not been similarly convicted. If so convicted, explain.

IN WITNESS WHEREOF and under the pains and penalties of perjury, I/WE, whose signature(s) appear below as incorporator(s) and whose names and business or residential address(es) ARE CLEARLY TYPED OR PRINTED beneath each signature do hereby associate with the intention of forming this corporation under the provisions of General Laws Chapter 180 and do hereby sign these Articles of Organization as incorporator(s) this day of July 19 94.

NOTE: If an already-existing corporation is acting as incorporator, type in the exact name of the corporation, the state or other jurisdiction where it was incorporated, the name of the person signing on behalf of said corporation and the title he/she holds or other authority by which such action is taken.



THE COMMONWEALTH OF MASSACHUSETTS

ARTICLES OF ORGANIZATION  
GENERAL LAWS, CHAPTER 180

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I hereby certify that, upon an examination of the within-written articles of organization, duly submitted to me, it appears that the provisions of the General Laws relative to the organization of corporations have been complied with, and I hereby approve said articles; and the filing fee in the amount of \$35.00 having been paid, said articles are deemed to have been filed with me this  
day of 19 .

*Effective date*

MICHAEL J. CONNOLLY  
*Secretary of State*

**A PHOTOCOPY OF THESE ARTICLES OF ORGANIZATION SHALL BE  
RETURNED**

TO: Atlantis Charter School Corporation  
Box 1776  
Fall River, MA 02722  
Telephone: (508) 672-1821





# Appendix

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**JOHN R. CORREIRO**

16 Belmont Street  
Fall River, MA 02720  
(508) 678-1224

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**EDUCATION**

1970	<u>Master of Public Administration</u> - University of Rhode Island
1961	<u>Bachelor of Arts</u> - Humanities-Education, Merrimack College, North Andover, MA
1953	<u>Graduate</u> - B.M.C. Durfee High School

**SPECIAL TRAINING**

1990-92      School Based Improvement Projects - Leadership Training Program for Massachusetts Superintendents, funded by Geraldine Dodge Foundation.

Residential colloquium and seminars have included presentations by and interaction with the following educational leaders:

- "Reinventing Leadership"  
Thomas Sergiovanni, Trinity University, San Antonio, Texas
- "Leadership and a Changing Society"  
Gladys Muniz Hannon, President, Cara, Inc.
- "Leadership and Risk Taking",  
Jerry Patterson, Superintendent, Appleton Area School District, Wisconsin
- "Leadership for Change - Superintendents and Restructuring"  
Richard Elmore, Professor, Harvard Graduate School of Education
- "Leadership And The Learning Organization"  
Peter Senge, Sloan School of Management, MIT
- "Leadership Personnel Management And Collective Negotiations, Possibilities And Constraints"  
Susan Moore Johnson, Harvard Graduate School of Education
- "Union As Partners in Restructuring: Lessons From Experience"  
Peter McWalters, Superintendent of Schools, Rochester, NY (Now Commissioner of Education, Rhode Island)
- "Promoting Organizational Change Within the Unique Setting of Schools: Strategies For Success",  
Chris Newell, Director of Organizational Development and Training, Lotus Development Corporation
- "Curriculum for the 21st Century: Trends, Needs, Solutions",  
Willard Dagget, Director, Division of Occupational Education Instruction, State of NY
- "Leadership and Curriculum Change: District Level Strategies Plans and Building Level Empowerment"  
Leroy Hay, Assistant Superintendent, East Lyme Connecticut Public School
- "Shared Decision Making In The Larger Context of School Improvement"  
Jon Saphier, President, Research For Better Teaching
- "Outcomes Based Curriculum And Instruction"  
Larry Rowe, Deputy Superintendent, Johnson City New York Public Schools
- "Developing Leadership Capacity In Middle Managers: The School Superintendents' Role As Chief Executive Officer"  
John P. Kotter, Professor of Leadership, Harvard University
- "Lessons From Implementing TQM In A Business And School Setting"  
David Southworth, Vice President Southworth Co., W. Springfield MA
- "Organizational Self Management And The Administration of School Systems",  
J. Richard Hackman, Professor of Social and Organizational Psychology - Harvard Business School





## SPECIAL TRAINING - Continued

- 1985 Institute for Computers in Education - Nova University - Outreach Program for superintendents of schools in Southeastern Massachusetts and Rhode Island to move school districts to the next level of computing; get control over the growth process develop a direction for long-range planning; establish contact with other concerned leaders; and access the best of current practices throughout the country.
- 1980 The AASA National Academy for School Executives - Certificate of achievement for successful completion of all requirements of the academy program in Improving Personal Skills.
- 1980 Adult Educators' Workshop - Division of Continuing Education and Community Services, Bristol Community College, Fall River, Massachusetts.
- 1974 Clinical Workshop Individualized Guided Education m- Fitchburg State College in conjunction with the Institute for Development of Educational Activities of the Charles F. Kettering Foundation, Dayton, Ohio.
- 1973 Intensive Summer Institute - Bank Street College, New York (Role of the Principal of an Elementary School as an educational leader)
- 1973 Portuguese-English Bilingual Institute - Brown University, Providence, Rhode Island.
- 1973 Educational Program Audit Institute - New Orleans, Louisiana. (Sponsored by the United States Office of Education.)
- 1966 Community Action Institute - New Haven, Connecticut. (Training in Community Action, Manpower, Health, Education, Neighborhood Centers.

## EXPERIENCE

- 9/80-Present Superintendent of Schools, Fall River, Massachusetts
- 1980 Director - National Assessment and Dissemination Center for Bilingual/Bicultural Education, Lesley College, Cambridge, Massachusetts.
- From 1975, overall responsibility for organizing, implementing, supervising and directing the above center which published and disseminated educational materials in 13 languages nationwide. Principal responsibility for dissemination in 21 states, Puerto Rico and the Virgin Islands.
- 1971-75 Director - Bilingual Education, Fall River Public Schools.  
Responsible for overall program of both mandated Massachusetts Transitional Bilingual Education and Title VII, ESEA
- Organized budgeted, staffed, supervised and directed both. Responsibilities included curriculum development, identifying and managing facilities, equipment, etc.
- 1967-72 Director/Teacher-in-Charge, Fall River Public Schools.  
English -As-A-Second Language Program.  
Responsibilities same as above.
- 1964-68 Director, Neighborhood Youth Corps, Fall River Public Schools.  
Organized, staffed, supervised and directed U.S. Department of Labor Work Training Program for disadvantaged youths ages 14-21.





## **EXPERIENCE - Continued**

- 1964-65     Research Assistant to the Superintendent, Fall River Public Schools.  
Responsible for collecting, analyzing and presenting data for organizing community action program and Fall River Public Schools federal projects.
- 1963-64     Teacher, Grade 6, Brayton Avenue School, Fall River, Massachusetts
- 1963         Substitute Teacher, Junior High School Level, Fall River Public Schools
- 1971-80     Adjunct Faculty, Department of Social Sciences, Bristol Community College, Fall River, Massachusetts
- 1975         Adjunct Faculty, Rhode Island College, Bilingual Education Department
- 1961-63     Editorial Staff Reporter, Fall River Herald News
- 1963         State Staff Reporter, Providence Journal and Evening Bulletin.

## **RELATED EXPERIENCE**

- 1982-Present     Governor's Advisory Committee on Chapter II, Block Grants.  
Elected Chairman 1985. Term expired 1990. Continue as member
- 1979-Present     Massachusetts Advisory Council on Transitional Bilingual Education.  
Appointed by the Massachusetts Board of Education. Chairman from 1979-1991
- 1980-84         Member, Advisory Board, National Clearinghouse for Bilingual Education.  
Rosslyn, Virginia
- 1978-79         Secretary, National Association for Bilingual Education.  
(elected in national election)
- 1981             Chairman, National Association for Bilingual Education 10th Annual International Bilingual Education Conference.  
Appointed by National Association for Bilingual Education Executive Board.
- 1977-80         Lesley College Planning Team, Member of college administration group responsible for long-range planning and setting of institutional goals  
Appointed by the College President.
- 1979             STEP Steering Committee, Student Teaching Exchange Program, Lesley College and Bradford College, Bradford England.
- 1979-80         Advisory Board, Education/Communication Program, Lesley College  
Graduate School
- 1979             Coordinator, Third National Title VII Bilingual Education Management Institute, held at Hyatt Regency Hotel in Washington, D.C. for more than 800 project directors.
- 1978             Coordinator, Second National Title VII Bilingual Education Management Institute, Hyatt Regency Hotel, Washington, D.C. for more than 800 project directors.
- 1979             Coordinator, State Education Agency Institute held for state directors of Bilingual Education from 21 states, Puerto Rico, and the Virgin Islands, Copley Plaza Hotel, Boston, Massachusetts.
- 1976             Coordinator, State Education Agency Institute held at Holiday Inn Cambridge, Massachusetts (same as above).





## RELATED EXPERIENCE - Continued

At various times I have been guest lecturer at Harvard University, University of Massachusetts Dartmouth, Rhode Island College as well as a panelist at Holy Cross, dealing with urban education issues.

I have presented seminars and workshops for the North Carolina Department of Education, Albany New York Public Schools, Massachusetts Association of Urban Superintendents, Massachusetts Association of School Committees, the New England Multifunctional Resource Center at Brown University, and The New England Center for Equity and Language Minorities.

## AWARDS

- 1983 Portuguese American of the Year - awarded by "O Journal" Portuguese Weekly Newspaper.
- 1983 Service Award, March of Dimes.
- 1980 Outstanding Achievement Award, Portuguese Youth Cultural Organization.
- 1967 Selected as one of 40 outstanding young men of Massachusetts by Massachusetts Jaycess.
- Distinguished Service Award, Fall River Jaycess.
- 1969 Elected to membership in Pi Sigma Alpha, National Political Science Honor Society: Gamma Epsilon Chapter, University of Rhode Island
- 1969 C.Y.O. Youth Service Award, Fall River, C.Y.O.  
Youth Leadership Award, presented by the Fall River Lodge of Elks  
Certificate of Appreciation, Somerset-Swansea (Massachusetts) Kiwanis Club.  
Certificate of Commendation, Massachusetts Association for Mental Health, Inc.  
Distinguished Service Award, Swansea, Massachusetts Teachers Association.  
Distinguished Service Award, National Association for Bilingual Education.

## AFFILIATIONS

### STATE

- Member of Massachusetts Association of School Superintendents
- Member of Executive Board 1986-1992 (M.A.S.S.)
- Member of Governor's Task Force on Chapter II Block Grants
- Member of Massachusetts Advisory Council on Transitional Bilingual Education
- Member of Harvard Round Table
- Member, Superintendents Advisory Group, To Massachusetts Attorney General

### REGIONAL

- Member of New England Superintendents' Leadership Council
- Member of New England Association of School Superintendents
- Member, Superintendents' Board, Programs for Higher Learning Potential, Southeastern Massachusetts University (Chairman 1989-1991)
- Member, SHEEO (State Higher Education Executive Offices), Bridgewater State College



## **AFFILIATIONS - Continued**

### **NATIONAL**

- Member of Interstate Migrant Education Council
- Member of American Association of School Administrators

### **LOCAL**

- Trustee, The Fall River Five Cents Savings Bank
- Corporator, The Fall River Five Cents Savings Bank
- Chairman, The Fall River Five Cents Savings Bank Board membership Committee
- Member, Charlton Memorial Hospital Board of Trustees (Past Chairman)
- Member, Office of Economic Development
- Lantern Society, United Way
- Member, Regional Employment Board
- Represented the Fall River Public Schools on an educational assignment in Portugal for 21 days in May-June 1969. Project included study of Portuguese educational systems in both the Azores (St. Michael and Terceira) and numerous conferences were held with civic, education, government, and church officials. Study was funded by U.S. Office of Education after approval of State Department
- Represented the Fall River Public Schools at numerous conferences:  
St. Louis, Mo; New Orleans, LA; Washington, D.C.; New York City; Philadelphia, PA; Paducah, Kentucky; Boston, MA; Sacramento, San Francisco, San Jose, San Diego, Berkeley, CA; and in many communities throughout the New England area.

## **REFERENCES**

Furnished upon request





KENNETH S. DUARTE

500 Rivet Street  
New Bedford, MA 02740  
(508) 992-2663

EDUCATION:      1964-1965    University of Houston, Houston, TX

                  1969-1973    BS/BA Accounting, plus one year  
   graduate work in Management,  
   University of Florida,  
   Gainesville, FL

EXPERIENCE:      1989-1992    Partner  
   Elegance of Martha's Vineyard  
   Edgartown, MA

   Responsible for all aspects of  
   small retail operation.

                  1986-1988    Licensee/Partner  
   WOST-TV (Independent)  
   Providence, RI

                  1983-1985    Manager/Partner  
   East Side File & Video Company  
   New York

   Developed all non-technical  
   systems to establish top-ranked  
   studio for commercial production  
   (Wendy's "Where's the Beef";  
   Michael Jackson's Pepsi; Burger  
   King; Kellogg's)

                  1981-1983    Director of Finance  
   National Broadcast Company, Inc.  
   New York  
   NBC Radio

   Budgets, mergers and acquisitions,  
   labor negotiations, company  
   policy, training, strategic  
   planning, management audits,  
   responsible for annual executive  
   meetings, established Women in  
   Management Program

                  1980-1981    Director of Finance  
   National Broadcast Company, Inc.  
   New York  
   NBC-FM Radio



1979-1980    Manager for Business Affairs  
              WKOX    NBC  
              Chicago

1978-1979    Business Manager  
              WKYS    NBC  
              Washington, D. C.

1977-1978    Business Manager  
              WTOP    Outlet Broadcasting  
              Washington, D. C.

1973-1977    Assistant Business Manager  
              WDBO AM/FM/TV Outlet Broadcasting  
              Orlando, FL

1965-1969    U. S. Air Force  
              United States Golf Team  
              Honorary Discharge

RELATED ACTIVITIES:

Established Broadcast Credit Association -  
Orlando

NBC representative to Washington Board of  
Trade - D.C.

NBC representative, panelist to National  
Association of Broadcasters

Treasurer, Board of Directors U.S.S.  
Massachusetts Memorial Committee

Treasurer, Board of Directors, Fall River  
Regional Task Force, Inc.

LEISURE ACTIVITIES:

Golf, winner Caribbean International (4  
times), Hong Kong Invitational, Bahama  
Invitational, Snowbird Invitational (top  
amateur event in USA)

Duplicate Bridge, Tennis, Chess

REFERENCES:    Available on request.





Kathleen Harrington, R.S.M.  
52 Illinois Street  
New Bedford, Ma. 02745

2028 Rodman Street (Business)  
Fall River, Ma. 02721  
(508) 675-2628  
(508) 995-1638

## SUMMARY OF QUALIFICATIONS

- Director/Administrator - Child Care Delivery System
- Teacher - Preschool, Elementary, College
- International/National Education Experience
- Mass. & R.I. Certifications: Teacher, Principal, Supervisor
- Coordination elementary reading programs
- Adult basic education
- Proposal/Grant writing
- Interagency-Coordination
- Fiscal-Management responsibilities

## EDUCATION

- B.A. Political Science/Education, Salve Regina College, Newport, R.I. 1967
- Ed.D. (Candidate) Human Potential, University of Ma. Amherst, Ma.
- Licensed Certified Social Worker, Commonwealth of Mass.
- Director II - Certified, Massachusetts Office for Children

## EDUCATION AWARDS

- Political Science Club Award - Six month internship in Political Science on Capital Hill, D.C. 1966-1967, given to top student in Political Science Department.
- Graduate Research Assistant - on site coordinator for Center for Study of Human Potential, University of Massachusetts, Amherst - Implementation of ANISA Model - sponsored by American National Institute for Social Advancement.
- Educational Policy Fellow - Washington, D.C. 1975.

## RELATED EDUCATIONAL EXPERIENCE

- Sisters of Mercy Workshops in Personal Growth & Development, Consultation Services Center, Albany, N.Y. Education Policy Board.
- Leadership Certificate, J.F. Kennedy School of Govt. Harvard University.
- Education & Social Service Ministry- Honduras, Central America.
- Education & Enrichment, Cairo, Egypt.
- Lecturer/Presenter - O.M.E.P. World Conference on Early Childhood: Venezuela, Germany & London.
- Early Childhood Education Training & Development - London, England.
- Parents Involved in Pediatrics, Brown University Medical School.
- Consumer Justice Education - Department of Attorney General, R.I.
- Maternal & Child Health Studies, Boston University School of Public Health.



## COMMUNITY AND PROFESSIONAL INVOLVEMENT/MEMBERSHIPS

- Massachusetts Board of Regents of Higher Education
  - Administration & Finance Committee
  - Academic, Faculty & Student Affairs Committee
  - Teacher Preparation Task Force
- Greater Fall River Area Chamber of Commerce
  - Board of Directors.
  - Partnership 21 (Education Reform for the 21st Century).
- Fall River Regional Task Force - Coalition for Excellence in Education - Early Childhood Committee.
- Combined Health Appeal
  - Board of Director.
- Needle Trades Action Project, Fall River, Ma.
  - Board of Director/Clerk.
  - Chairperson - Child Care in Industry Committee.
- Fall River Housing Authority
  - Public/Private Partnership Program/Day Care in Housing.
- Fall River Office of Economic Development
  - Employer Supported Child Care Committee.
- Fall River Family Resource Center/Homeless Shelter, Fall River
  - Board of Director.
- Fall River Five Cents Savings Bank - Corporator
- People, Inc., Fall River
  - Human Rights Committee, Chairperson.
- Governor's Commission of the Status of Women/Child Care in the Workforce.





## CURRENT POSITION

Professor of Political Science  
University of Massachusetts at Dartmouth  
North Dartmouth, Massachusetts 02747  
(508) 999-8371 (office) (508) 992-2663 (home)

## PERSONAL

Born October 11, 1942  
Also published under "Rita Moniz"  
Who's Who in the World; in America; Among American Women;  
Among American Educators; in the Northeast  
Owner - Elegance of Martha's Vineyard, women's clothing store

## EDUCATION

Ph.D. in Political Science, Brown University (1979)  
Major Field: American Politics  
Major Field: Social Science Methodology  
Minor Field: Domestic Influences Re American Foreign Policy  
Dissertation: A Comparative Microanalysis of Portuguese Ethnic  
Political Behavior: New Bedford, Massachusetts and  
Providence, Rhode Island  
M.A. in Political Science, Brown University (1975)  
B.A. in Political Science, Southeastern Massachusetts University,  
summa cum laude (1974)  
Minor: Education  
Attended George Washington University  
New Bedford High School, Highest Distinction

## ACADEMIC HONORS

Senior Research Fellow, Center for Policy Analysis, UMD (1985-Pres.)  
Brown University Fellowship  
Southeastern Massachusetts University Dean's List  
Pi Sigma Alpha Honorary Society



## PROFESSIONAL EXPERIENCE

- 1988-Present      Professor of Political Science, University of Massachusetts at Dartmouth  
Teaching responsibilities include Fundamentals of Political Behavior, Politics and Media, Ethnic Politics, Quantitative Methods, Sex Roles and Politics, Woman as Citizen
- 1984-Present      Executive Director, Fall River Regional Task Force, Inc.  
On a consulting basis, directs activities of privately funded group of community leaders. The Task Force is a public/private coalition which functions as a resource to facilitate the identification of and solutions to community problems and issues. Professional responsibility for reorganizing municipal government. Coalition for Excellence in Education F.R. 2000 - Comprehensive restructuring of the public school system and development of Atlantis Charter Public School.
- 1982-1987      Associate Professor, UMD  
Promoted from Assistant with only four years in rank.
- 1981-1983      Administrative Director of Women's Studies, UMD  
Responsible for budget proposals, five-year plan and implementation, liaison with academic departments, advising students, attending conferences, supporting integration of curriculum, hiring faculty, writing newsletter, planning brochures, grant-writing, attending chairperson's meetings, setting overall policy of program with faculty and students.
- 1982-1983      Special Assistant to the President, UMD  
Representing President at various functions, answering correspondence, reviewing legislation and setting priorities for political activities, proposal writing in areas like Office of Institutional Research, organizing and administering task forces on student recruitment, enrollment and retention, liaisons with departments and deans on behalf of the President, giving counsel on general university policy, primary responsibility for internal crisis management.
- 1978-1982      Assistant Professor of Political Science, UMD
- 1978-1980      Teaching Associate, Brown University
- 1978-1980      Director UMD-CETA Evaluation Project, UMD  
Overall administration of evaluation of Title I and Title II programs for City of New Bedford and City of Fall River Consortia.





1977-1978	<u>Teaching Associate</u> , Brown University <u>Teaching Assistant</u> , Brown University <u>Visiting Lecturer</u> , UMD <u>Director</u> , UMD-CETA Evaluation Project
1976-1977	<u>Teaching Assistant</u> , Brown University <u>Computer Consultant</u> , Brown University
1975-1976	<u>Teaching Assistant</u> , Brown University
1975	Summer Tutoring and Substitute Teaching in New Bedford Public Schools (K-12) including Bi-Lingual Program (Portuguese)
1974	Taught typing to Enrichment Classes
1966-1972	Identification Role: Wife and Mother
1964-1966	Public Relations, New England Telephone Service Representative
1961-1964	Administrative Assistant to President, D.C. Transit System, Inc., Washington, D.C.
1960-1961	D.C. Office Equipment, Co., secretary

## BOOKS, ARTICLES, AND PRESENTATIONS

1976	"Ethnicity and Political Behavior: The Portuguese of New Bedford." Center for the Portuguese Speaking World Conference - UMD (Paper)
1976	"Ethnic Identity, Political Organization and Political Structure" - APSA Panel and Harvard Discussion Papers, pub. (with Arnold Howitt) (Ar- ticle)
1977	"Party Activity in Elections at the State Level: The Case of the Rhode Island General Assembly" - Northeastern Political Science Assoc. (Paper)
1978	"Lobbying Strategies for Women" - Discussant, U.S. Dept. of Labor Panel, New Bedford, MA (Presentation)
1978	"Feminism and the Elected Official" - Discussant, American Political Science Association Panel (Presentation)



- 1978 "The Changing Portuguese Family" - Tifereth Israel Lecture Series (Presentation)
- 1979 "Introducing Material about Women into the Political Science Curriculum: The Case of Brown University" - APSA/WCPS Panel (Paper)
- 1979 "Women's Issues in the Brown Curriculum" - Chair, Brown University Spring Colloquia Panel (Presentation)
- 1980 "The Meaning of Citizenship in a Federated System" - APSA/NEH Panel (Paper)
- 1981 "The Politics of the Portuguese in America" - twelve articles, Portuguese-Times, Inc. pub (Article)
- 1981 "The Presidential Selection Process: Sorting out the System" - UMD Faculty Lecture Series (with John Carroll) (Presentation)
- 1981 "Portuguese Women in the United States" - Speaker, First Conference on Portuguese Women (Presentation)
- 1981 "Massachusetts Silver-Haired Legislature" - Council of State Govts., pub (with John Carroll and Jack Fyock) (Article)
- 1981 "Teaching in a Non-Academic Setting" - APSA NEWS, publ. (with John Carroll and Jack Fyock) (Article)
- 1981 "Azoreans in America: Political Assimilation" - Atlantida, pub. (Article)
- 1981 "The Portuguese-Americans" - Politics and Ethnic Groups Series, Speaker Symposium APSA Panel (Presentation)
- 1981 "The Politics of Sex Equity in Higher Education" - Speaker, Symposium APSA Panel (Presentation)
- 1981 "Sexual Harassment in Higher Education" - Chair, APSA/WCPS Panel (Presentation)
- 1981 "Party Politics and Ethnicity" - Northeastern Political Assoc. panel (Paper)
- 1982 "Ethnicity in American Politics" - APSA panel, Discussant (Presentation)
- 1982 "Restructuring the Presidential Selection Process" - New England Political Science Assoc. (with John Carroll) (Paper)





- 1983 "Gender-Balancing the Political Science Curriculum" - APSA NEWS, pub. (Article)
- 1983 "Race, Ethnicity and Gender" - APSA panel, Chair (Presentation)
- 1983 "The Heckler/Frank Race: The Impact of Gender on the 1982 Election" - APSA/WCPS Panel (with Jean Doyle) (Paper)
- 1984 "The Portuguese of New England" - Symposium Speaker, Nichols College (Presentation)
- 1986 "Political Scientists in Elective & Appointive Office" - American Political Science Assoc. panel, Discussant, Washington, D.C.
- 1987 "Impact of Incentive Aid Grants on Local Government" - New England Political Science Association panel, Chair
- 1988 "Public Private Sector Relationships in Local Government" - New England Political Science Association - Boston, MA, Chair
- 1988 "YWCA as a Single Sex Organization" - (with Mercedes Marquez, L.L.D.) pub. YWCA of USA National Board paper and index (Article)
- 1991 "Community Collaboration in Public School Reform" - U.S. Chamber of Commerce/U.S. Dept. of Education, Washington, D.C. (Presentation)
- 1992 Luso-Americans in the American Political Process, Angra do Heroísmo, pub. (with Elmer Cornwell) (Book)
- 1992 "Coalition Building for Public School Reform" - U.S. Chamber of Commerce/U.S. Dept. of Education, Boston, MA (Presentation)
- 1993 "Young Women's Christian Association of the USA" - pub Praeger, Encyclopedia of Women's Organizations (Article)



## COURSES TAUGHT

Brown University

Women and Politics

University of Massachusetts-Dartmouth

American Political Parties  
Introduction to American Politics  
Local Politics  
Political Behavior  
Politics and Media  
Quantitative Methods for Political  
Science  
Sex Roles and Politics  
Woman as Citizen  
Women in Contemporary Society

Seminars:

Ethnic Politics  
Policy Issues in Public School Reform

Nathan Mayhew Seminars  
(Summers on Martha's Vineyard)

American Politics Through Fiction  
Politics and Media  
Women in Contemporary Society  
Women's Political Issues

## FUNDED PROPOSALS

1978 CETA Proposals for City of New Bedford/Fall River

1979 CETA Proposals for City of New Bedford

1979 CETA Fall River Proposal

1981-1982 NEH/Schlesinger Library Project  
UMD Public Libraries and New Bedford YWCA to  
develop a series of programs around the theme "Women and the  
Community"

1983 Wheaton Project for the Balanced Curriculum, UMD participation. Served  
as Chair.

1985-1988 For the City of Fall River: Incentive Aid Grants from Commonwealth's  
Executive Office of Communities and Development - totaled \$500,000

1989 Mass Dept. of Education Award for Fall River Region

1992-1994 Bank of Boston 20th Century Schools Community Coalition Grant





- 1992-1995 Learning Together, Massachusetts Dept. of Education Grant, for Fall River School Dept.
- 1992-1995 Community Service Grant, Massachusetts Dept. of Education Grant, for Fall River School Dept.
- 1994 Atlantis Charter School Proposal, Executive Office of Education, Massachusetts

## PROFESSIONAL DEVELOPMENT ACTIVITIES

- 1976-1982 Women's Caucus for Political Science  
Membership Chair (1979-1980) - conducting membership drives, mailings, computerizing lists, membership campaigns, reports, liaison with officers (membership increased from 70 to 500+ during tenure)
- 1977-1982 Northeast Political Science Association  
Committee on the Status of Women
- 1980 American Political Science Assoc. Professional Development Program  
Teaching Political Science
- 1980 Suffolk University - Grantswriting Program
- 1980 Providence Human Relations Commission  
Conference on Sexual Harassment
- 1980 Women's Caucus for Political Science  
Workshop on Writing Book Reviews
- 1980 APSA/NEH Ethical Issues Seminar: Citizenship  
One of twenty political scientists selected nationally to participate in this seminar
- 1982 APSA Women's Studies Integration Workshop
- 1982-1988 Nominated for committees of the American Political Science Association  
Committee on the Status of Women (1982)  
Committee on Education (1983)  
Committee on Hubert Humphrey Award (1985)  
Committee on Ralph Bunche Award (1988)
- 1983 Women's Studies Integration Workshop - SACHEM/UMD  
Co-organizer



- 1983 Computer Fluency Workshop - UMD
- 1983 APSA Women's Studies Workshop - Feminist Theory and Women in Politics
- 1983 Wheaton College - Toward a Balanced Curriculum  
Women's Studies Conference (UMD chosen in national competition; served as team leader)
- 1983 SPSS-X Computer Workshop - Boston
- 1983-1984 Wellesly College Mellon Seminars  
Women's Studies and the Social Science Curriculum (selected as one of twenty scholars in New England, and the only political scientist selected) Topic: Integration of Black Studies/Women's Studies
- 1984-1985 Series of Management Seminars sponsored by New Bedford YWCA on Women's and Power, Women in the Workplace, Stress Management
- 1985-1986 Series of Management Seminars sponsored by the City of Fall River regarding range of administrative skills
- 1985 Women's Studies Integration of Curriculum Seminar - Wellesly College
- 1985 UMD - SPSS Workshops
- 1986 Freshman Year Orientation Conference - University of South Carolina
- 1986 UMD Freshman Orientation Workshop
- 1988 Women's Agenda Conference, Des Moines
- 1988 CAWP - Conference of State Legislators, San Diego
- 1990 Word Processing Workshops - UMD
- 1990-1992 John Carver Board Governance Training
- 1993 Polaroid T.Q.M. Workshops
- 1988;1991 Financial Development Workshops - YWCA of USA





## CONSULTING ACTIVITIES

### Campaign Management/Organizational Development

- 1981 Consulting for mayoral candidate in large city. Included developing survey instruments, organizational structure, media themes, etc.
- 1982 University of Massachusetts Dartmouth - President's Office. Save UMD campaign; leading consultant in establishing strategies and implementing tactics in convincing state legislature to fund university budget during state fiscal crisis. Wrote original proposal with organizational structure; had primary role in all phases of day-to-day operations.
- 1982-1983 City of New Bedford - Special Consultant to the Mayor. Primary responsibility for establishing all procedures for department heads regarding FY84 budget and compiled budget for presentation to City Council. Acted as liaison with Community Development Office and department heads.
- 1983-1984 Coalition Against Sexist Violence. Primary organizer of vigil march and media consultant. Dozens of interviews with press; local, regional and national. Conducted dozens of radio programs throughout the country. Also acted as liaison with television networks; NBC, ABC, CBS, and PBS for programs like Today, Good Morning America, Nightline, etc. Also acted as liaison with print press and national magazines like Time, People Magazine, etc. Appearance on Sunday Morning, Inside Story, Crossfire, etc.
- 1984-Pres. Fall River Regional Task Force, Inc. Executive Director of group of community leaders who act in public/private coalition to facilitate identification and solution to community problems and issues. Government Reorganization; School Buildings Needs Update; Mis, School Buildings Oversight; Municipal Employees Training, etc.; School Bond Referenda Campaign; Systemic Reform of Fall River Public School System; Atlantis Charter School

1989 Lisa Ben David, Tax Collector - Campaign

1991-1992 SAVE, INC. Board/Organizational Development

### Polling/Surveys/Evaluations

1977-1979 Director of UMD-CETA Evaluation Project at UMD



- 1980 UMD Goals and Priorities Committee. Conducted data analysis of university-wide questionnaire, including coding data, programming, analysis, and report writing.
- 1980 Massachusetts Silver-Haired Legislature. Speaker regarding coalition-building during statewide training workshop. Assisted in development of evaluation questionnaire.
- 1982 New Bedford School Department. Consultant to Special Education Task Force regarding surveying and statistical analysis of results.
- 1982 Rhode Island Women's Political Caucus. Developed and conducted statewide survey in Rhode Island. Developed questionnaire, trained and supervised interviewers, coded data, wrote programs, and conducted data analysis.
- 1986 Feilberg Corporation - marketing survey questionnaire

#### Media

- 1978-1980 UMD - The Siren. General consultation about women's issues and subject of article about returning to college after a ten-year hiatus.
- 1978-Pres. The Providence Journal. Consulted periodically on Portuguese political behavior, women and politics, elections, etc.
- 1978-Pres. New Bedford Standard Times. Have been consulted and have written several articles and op ed articles on a variety of subjects, including Portuguese ethnicity, violence against women, Equal Rights Amendment, sexual harassment, etc.
- 1980-Pres. Fall River Herald News. Consulted regarding the use of polls by the media in presidential elections and other local political issues.
- 1980-Pres. UMD Torch. Interviewed for several articles pertaining to presidential elections, campus politics, campus issues like returning students, etc.
- 1980-1982 WBSM Radio Station. Conducted a weekly radio program, editorial writing, interviewing guests, etc.
- 1981 WBRU - Brown University Radio Station. Part of series which focused on civil liberties and the press. Emphasis included impact of Reagan Administration on same. Other participants included Archibald Cox, etc.





- 1981 Greater New Bedford Magazine. Interviewed on the subject of women and politics in Greater New Bedford area.
- 1990-1993 Channel 13 political analyst

### Advisory

- 1978 Member of the Ethnic Advisory Board sponsored by Tifereth Israel Synagogue. Invited to participated because of expertise regarding Portuguese ethnicity.
- 1979 Yale School of Organization and Management. Experience on the New Bedford City Council used as a case study for graduate seminar.
- 1980 WE Decade: UMD Career Counseling. Speaker during workshop on careers for women in government.
- 1980-1981 Westport Women's Club. Speaker regarding role of media in presidential elections, role of Portuguese ethnicity in local elections.
- 1981 Displaced Homemakers' Conference. Speaker at regional workshop meeting.
- 1984 Polaroid Corporation - Conducted workshop on Economic Future of Women
- 1984 Bristol County Legal Secretaries Association - Women and Power
- 1986 Women's History Week - Consultant to Fall River Educators' Association
- 1986 Reactor to Keynote Speaker - SACHEM Conference

## SERVICE TO THE UNIVERSITY

### Administrative

Assistant to the President, UMD (1982-1983)

Chair/Director of Women's Studies, UMD (1981-1984)  
Board (1976-1987)

Chair, Center for the Portuguese Speaking World, UMD (1981-1983)  
Board (1976-Present)



Co-Chair, Department Curriculum Revision (1981)  
Coordinator (1993)

Chair, Department Grants Committee (1977-1986)

Chair, Department Student Evaluations (1977-1988)

Social Science Academic Council (1985-86; 1986-87; 1988-89; 1989-90; 1991-92)

Department Faculty Evaluation Committee (1982-86; 1987-88; 1988-90; 1993)

University Curriculum Committee (1978-1979)

University Academic Council (1985-86; 1986-87)  
Faculty Senate (1979-1984)

Chair, Honorary Degrees Committee (1980-1982)

Chair, Commencement Committee (1982-1983)

President's Security Task Force (1981-1982)

President's Ad Hoc Task Forces (1982-1983)  
Re: Computer Literacy; Honors Program

President's UMD Community Week (1982-1983)

Chancellor's Task Force Re K-12 Reform (1993-Present)

Search and Screens:

Dean of Faculty (1983); Dean of Arts and Sciences (1985-86; 1986-87);  
UMD Portuguese Scholar (1984-1985); Director, Academic Computing (1987-1988)

Dean, Arts and Sciences Committee - Distinguished Teaching Award (1990-1992)

Worker, Education Task Force (1985-1986)

President's Representative to Sachem (1985-1986)

Center for Policy Analysis Board (1985-Present)

Speaker for Parents' Orientation (1985-1986)





Massachusetts Federation of Teachers Labor Negotiating Team (1991-1992)  
Massachusetts Federation of Teachers Political Action Committee (1990-1991)  
UMD Cultural Diversity Committee (1990-1991)  
Ad Hoc Groups Re: State of the University (1990-1991)  
WUSM political coverage (1980)  
Honorary Degree Host (1988-1990)  
Women's Rights March Liaison (1989-1990)  
"Horizons" University Cable Guest (1991-1992)

### Student

Advisor Pi Sigma Alpha Honor Society (1981-1982; 1989-Present)  
Freshmen Orientation/ Academic Advisor to Packet System (1981- Present)  
Freshmen Orientation Task Force (1985-86; 1986-87)  
Freshmen Orientation Advisory Council (1985-86; 1986-87)  
Academic Advising Center (1982-1986)  
Tutor Training - Writing Center (1985- Present)  
Teaching Fellow Training (1993-1994)  
Commencement Attendance (1976-Present)  
Convenor Graduate Students - Brown (1976-1978)

## SERVICE TO THE COMMUNITY

### National/International

#### Young Women's Christian Association

1982-1994    YWCA of the USA National Board  
                    First Vice-President 1985-1991



The National Board of the YWCA of the USA sets policy and implements strategies for an organization of two and one-half million women and girls. It is composed of fifty women who are selected competitively and who have outstanding organizational and decision-making skills as well as a deep commitment to the elimination of racism and sexism.

Chair - ERA Referendum Committee  
Member of Committee on Management Information Systems  
Tribute to Women in International Industry  
Constitution and By-Laws  
Leadership Development Center Program  
Task Force on Women's Issues research Program  
Commission on Constitution  
Search and Screen for National Executive Director  
National Association Reviewer  
National Labor and Personnel Committee (labor negotiations)  
Executive Committee  
Officers' Council  
Racial Justice Membership in National Association  
Co-Chair, National Support Task Force  
World Relations

#### Highlights as 1st Vice-President

Chair - 726 Committee (supervision \$2 million construction project)  
Chair - NWEF-YWCA Project: heading coalition of 15 national women's groups to train women to run for public office  
Chair - Institute for Public Leadership  
Representative YWCA - Dept. of Labor National Training Grant  
Delegate to Soviet Women's Committee, November 1986, in Moscow  
Labor Negotiating Team for National Board  
Representing President at various national meetings/ led various regional conferences and workshops

#### Local

1976-Pres. - New Bedford YWCA Board of Directors (ex-officio since 1988)  
1st Vice-president (1982, 1984)  
2nd Vice-President (1981)  
National Convention Chair (1982)  
Membership Co-Chair (1981)  
Special Super Chair (1980-1982)





- 1978-1980     New Bedford City Council \*  
                  Ward 5 Councilor; Chair, Ordinance Committee; Chair, Fishing Industry Committee; Co-Chair, Emergency Snowstorm Committee; Member, City Property, Finance, Tourism, Solid waste Disposal, Audit.  
                  \* Only New Bedford candidate ever endorsed by Mass. Women's Political Caucus
- 1983-Pres.     Coalition Against Sexist Violence  
                  Founder of Coalition in response to gang rape in New Bedford; media spokesperson, member of media task force. have participated in countless radio, television, newspaper, magazine interviews on both the subject of rape and the question of Portuguese ethnicity in this particular case.
- 1980-1982     Feminine Forum Radio Program, WBSM - New Bedford  
                  A weekly two-hour radio program with a feminist magazine format. Conducted interviews and talk-in. Holder of FCC broadcasting license.
- 1960-1990     New Bedford High School Class of 1960 Reunion
- 1985-1990     New Bedford High School Class of 1960  
                  Scholarship Endowment Fund - organized and elected President with the object to raise \$50,000 by 2005
- 1993-Pres.     Portuguese-American Women's Association  
                  Co-Speaker with First Lady of Portugal at Brown University reception (1993)
- 1994             Selected for private dinner with First Lady of Portugal to discuss women's issues and plan to attend international conference
- 1993-Pres.     Fall River Proud Scholarship Foundation
- 1990-1993     Cambodian Community Organization Board of Directors
- 1977-1983     New Bedford Area Office for Children  
                  Board of Directors:             Vice-Chair (1980)  
                      Chairperson (1981-1982)  
                  Office for Children is a state-mandated advocacy group for implementation of social policy regarding welfare of children in Massachusetts.



- 1976-1984     Democratic Party  
                  New Bedford City Committee (1976-1984)  
                  Ward 5 Treasurer (1976-1980)
- 1976           Massachusetts ERA Speaker's Bureau  
                  On behalf of coalition, spoke to various groups on behalf of passage  
                  of Equal Rights Amendment to state constitution.
- 1987-Pres.     Charlton Memorial Hospital Advisory Board
- 1987-1989     Harbor Services, Inc - Board of Directors  
                  Chair, Labor Negotiations Committee  
                  Member, Ways and Means
- 1977           International Women's Year Parliamentarian  
                  Acted as organizer for area selection convention and as parliamentar-  
                  ian and teller for election at regional meeting.
- 1978           Governor's Task Force on Mental Health
- 1981-Pres.     NAACP  
                  Member of Martha's Vineyard NAACP.  
                  Conducted a one-day workshop on lobbying for NAACP regional  
                  conference (1980)  
                  YWCA's one imperative workshop (1991)
- 1978           Southeastern Mass. Health Systems Council
- 1978-1979     Women Elected Municipal Officials  
                  Sub-committee on Statistical Profiles
- 1978-1979     Impacto Hispano  
                  Board of Directors
- 1979           Department of Social Services Regional Board Nomination
- 1979           American Cancer Society Ward 5 Chairperson
- 1985           Diman Regional Vocational High School  
                  Graduation Speaker
- 1985           State Conference on Women, Auburn ME  
                  Keynote Speaker





- 1986      Insurance Women of SE Mass  
Speaker
- 1986      Lifetime Learning Center  
Speaker
- 1973-1977      New Bedford Public Schools Needs Assessment Task Force  
This group, on which I was a community representative, was responsible for setting goals, priorities and behavioral objectives for the city-wide system. It was mandated by state law and presented a comprehensive report to the School Committee.
- 1976-1989      Martha's Vineyard Duplicate Bridge Club  
Co-founder and director of tournament bridge club associated with American Contract Bridge League.



Letters of recommendation may be solicited from:

Dr. Gwendolyn C. Baker  
(former National Executive Director YWCA of USA)  
President UNICEF  
333 East 38th Street  
New York, NY 10016

Tish Dace, Ph.D.  
(former Dean, Department of English)  
College of Arts and Sciences  
University of Massachusetts - Dartmouth  
No. Dartmouth, MA 02747

Toby E. Huff, Ph.D.  
Chair, Department of Sociology  
University of Massachusetts - Dartmouth  
No. Dartmouth, MA 02747

Joseph D. Gorman  
(former President, Fall River Regional Task Force, Inc)  
Vice-President Operations (TS21)  
Aetna Life & Casualty  
151 Farmington Avenue  
Hartford, CT 06156

Donald E. Walker  
(former President of UMass Dartmouth)  
8661 Lake Murray Boulevard # 19  
San Diego, CA 92199





# *Fall River Regional Task Force, Inc.*

*64 Durfee Street  
Fall River, Massachusetts 02720  
(508) 672-1821*

*Julien F. Paul  
President*

*Rita Duarte Marinho  
Executive Director*

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## HISTORY AND ORGANIZATION

The following summary of the development and structure of the Task Force is offered as a reference for both continuing and new members and as a springboard for reflection and discussion.

### FOUNDING

The Task Force was activated in 1974 on an unincorporated basis among a small group of business executives as a forum within which serious community concerns could be identified and addressed. Richard W. Kelleher, then Director of Fall River Operations for Aetna Life and Casualty, was the originator of the group. Although he was President of the Chamber of Commerce at the time, Kelleher believed that there was a need for an independent organization to focus attention on broad community problems and issues.

Donald H. Ramsbottom chaired the Task Force through its first two formative years. During that period, two conclusions emerged that proved critical in establishing the identity and direction of the organization.

It was determined in late 1976 that, in order to be effective, the Task Force would have to incorporate a broad cross section of community leaders from both private and public sectors. In early 1977, the group focused upon the interdependence of the public and private communities as a primary concern. The conviction took root that community problems in the uncertain environment of the 1980's could be successfully addressed only through better management of the combined resources of the two sectors.

During 1977, the present form of the Task Force took shape. Membership was expanded to include chief executive officers, or their equivalents, from business, labor, governmental, financial and educational institutions. Joseph H. Feitelberg was chosen as President.

The Task Force offered itself as a community resource, an offer quickly accepted when newly-elected Mayor Carlton M. Viveiros asked the group to provide a financial profile of Fall River at the outset of his administration. Other government-related projects followed with the result that the major focus of the Task Force has since that time been on public problems and issues.





As its activities intensified, the Task Force was organized on a more formal basis. In April 1979, it was incorporated as a non-profit entity under Chapter 180 of the General Laws of the Commonwealth. Initial officers and directors of the corporation were Joseph H. Feitelberg, Donald H. Ramsbottom, Clifford R. Carlson, Donald A. Bogle and Donald E. Walker.

In January 1982, Jack W. Fyock, Associate Professor of Political Science at Southeastern Massachusetts University, was engaged for a two-year period as Executive Director. An office was established at 154 North Main Street, and in March 1982, the Internal Revenue Service granted tax-exempt status.

In February 1984, Rita Marinho, Professor of Political Science at the University of Massachusetts-Dartmouth, was engaged as Executive Director. She continues in that position on a consulting basis, for the Task Force and its subsidiaries, having returned to her professorship in 1985.

## MEMBERSHIP

The By-laws provide that Task Force members at their annual meeting establish the number of members and elect them for a one-year term. During the 1989 by-laws revision, qualifications for members were established.

Although there are no ex-officio memberships, from its onset, the Task Force has drawn its membership from among the top officers of leading private, public and non-profit institutions, and from organized labor. Early on as a practical matter, individual membership was primarily dependent upon holding positions in formal organizations; more recently, that is no longer the case.

While there is some minor fluctuations, historically the Task Force has numbered about fifty members. Banking interests have represented about 25% of the membership, unions about 19%, public sector 12%, manufacturing 6%, education 10%, insurance and real estate 6%, medicine and law 8%, utilities 2% and others about 11%.

## FUNDING

Task Force activities are funded entirely privately through cash contributions of members and area firms, groups, and organizations, and through the donation of the services of members and non-members. During its first several years, Edwin A. Jaffe chaired financial development; more recently, Julien F. Paul had that responsibility.

Each year, donations to the Task Force have increased. The current average is approximately \$50,000, with several foundations contributing to the organization.

The bulk of Task Force resources is represented by the time, energy and expertise donated by members and non-members in carrying out the group's various undertakings. By nature, it is impossible to precisely quantify the value of thousands of dollars over the past several years. The ability of the Task Force to bring such resources to bear has been a critical asset and a continuing challenge.





## STRUCTURE

The membership which meets at least quarterly constitutes the basic governing body of the Task Force. Operationally, the affairs of the group are directed and conducted through a structure of officers and committees. A Board of Directors provides overall direction and support for staff activities and Task Force projects.

The various studies and projects of the Task Force have been executed through a series of ad hoc committees and subcommittees. This format has been a useful approach in that it permits each committee to be tailored to its current project. This use of committees allows the Task Force to incorporate interests and expertise represented within the membership. These ad hoc structures are the basic working units of the Task Force; they perform the necessary research and analyses, formulate a course of action, and develop specific recommendations. Reports then flow back through the Board to the membership.

To recapitulate, the Task Force is an independent entity which is constituted as a privately-funded non-profit corporation. Members are drawn from the leadership of public and private institutions and from organized labor. The Task Force is thus a genuine public/private coalition or partnership which functions as a community resource to facilitate dialogue among the various interests, to focus attention on problems, and to work toward their resolution.

## PURPOSE

The Task Force was organized originally to fill a pressing need in Fall River. The City suffered a prolonged depression resulting from the loss of its economic base as the world's leading textile center. When the Task Force was formed, signs of a reversal of decades of economic decline and stagnation were appearing. What was lacking, however, was an energizing center, a catalyst which could bring the disparate, often isolated and mutually suspicious community interests into a constructive dialogue about common concerns. The Task Force was organized to meet that need.

As the process has unfolded, however, the Task Force has come to fill several different but complementary roles:

1. The group continues to serve as a kind of neutral arbiter, bringing together private and public sector leaders to identify problems, air and reconcile differences and forge consensus solutions.
2. The Task Force serves as a resource, a source of expertise and leadership that seeks to respond, within the group's limitations, to requests for assistance from governmental bodies.
3. The Task Force functions as an independent critic of government organization and performance. We are not just a neutral resource. Rather, the Task Force undertakes its own analyses and exercises its own judgment about issues and problems.
4. The Task Force undertakes action programs. This is the key characteristic which distinguishes this organization from countless other reform groups. All are no doubt only





too familiar with the usual scenario in which a committee of notables undertakes to study a problem and ultimately, amidst a flurry of publicity, makes some, often good, recommendations. The only discernible result, however, is that another largely unread and unimplemented report gathers dust on a shelf. The Task Force determined that it would seek to avoid that fate by following up its analyses with serious efforts to see its recommendations implemented.

## STRATEGY

The Task Force has chosen to maintain a relatively low profile, to occupy a neutral middle ground between the executive and legislative branches, and to remain, as an organization, politically neutral and uninvolved.

For each project or issue the Task Force has undertaken, whether by invitation or at its own initiative, the operative strategy has been to involve and consult with all affected parties, gradually evolve a consensus as to directions, formulate specific recommendations, and to work with the appropriate, responsible officials to effect implementation.

Ancillary to this general strategy, the Task Force has assumed a number of operating characteristics which are worthy of note:

- a) **Independent:** Since the Task force is privately funded from a relatively large number of sources, no single interest or institution exerts disproportionate influence over the group's direction. Every effort is made to avoid becoming identified with any particular public or private institution, and the Task Force takes no part in local partisan or electoral politics.
- b) **Legitimacy:** The Task Force has become an increasingly credible presence in the community by virtue of the diversity and stature of the membership, by proceeding methodically on the basis of facts, by attempting to act in the best interest of the whole community, as it understands the community, and by a willingness to follow up through the difficult and time-consuming stage of implementation.
- c) **Patience:** The practice of involving and consulting the full range of interested parties in Task Force projects results in a pace of forward motion that is often very slow. The virtue is that the Task Force is able to maintain good working relationships with a wide range of institutions and individuals; and when a consensus is reached, it is genuine.
- d) **Temporary Organization:** The Task Force may be thought of as a temporary organization. Since membership is based upon leadership position, there is some fluidity in the body as those leaders change. Also, the practice of using subcommittees as the basic project working units means that changing sets of individuals become at different times intensively involved with the group's activities.

Other characteristics of the Task Force might be noted, but these seem the major ones in terms of the relationship between operating style and organizational effectiveness. Whether these individually and collectively are assets or liabilities is left to the reader's judgment.





## PROJECTS AND ACCOMPLISHMENTS

Perhaps the most important accomplishment of the Task Force has been to realize the primary objective of those who were actively involved in the organization's genesis. The Task Force has been effective in creating and sustaining a projective working relationship among private and public sector leaders, and in serving as a communications network linking the various community interests and groups.

Following is a chronological listing of Task Force projects and accomplishments:

- 1978      Completed an in-depth financial profile of Fall River government entitled "An Advisory Report to Mayor Carlton Viveiros as of January 1, 1978," March 9, 1978. Study done by the Bankers' Financial Advisory Group, chaired by Donald Bogle, and with the assistance of SMU (now UMD)'s College of Business and Industry as a cost to the Task Force of \$2,500.

One of the recommendations of the above report was that an external auditor be engaged to audit the City's financial records. The firm of Coopers and Lybrand was selected and has audited annually, beginning with fiscal year 1978. Their audit process includes a Management Letter.

- 1979      Completed comprehensive analysis of City's administrative structure entitled "The Organization of Fall River Municipal Government: Analysis and Recommendations," June 12, 1979. Study done by Donald E. Walker, and with the assistance of SMU's Political Science Department at a cost to the Task Force of \$8,900.
- 1980      Issued report "Review of the Fiscal Year 1980 Budget of the Fall River School Department," March 26, 1980. Analysis performed by Coopers & Lybrand at a cost to the Task Force of \$12,500.

Adoption of an ordinance and a Special Act by the General Court of Massachusetts (the state legislature) providing for establishment of a Board for the Department of Public Works, as recommended by the 1979 Organization Report. Ordinance developed by the Implementation Subcommittee chaired by Edwin A. Jaffe.

Development of an ordinance and a Special Act removing, by attrition, certain department head positions from Civil Service lists, and providing for their employment by contract. Ordinance was approved by City Council and Mayor, but the Special Act failed approval in the General Court. Effort was under the auspices of the Implementation Subcommittee.

Development of a model employment contract by Implementation Subcommittee.

Task Force committed to partially subsidize the position of Special Assistant to the Mayor for a period of two years at a cost of \$4,900.

- 1981      Implementation Subcommittee developed two ordinances, one providing for the position of Personnel Director and the other for the position of City Administrator, as the 1979 Organization Report recommended.





1982 Introduced in City Council, an ordinance providing for establishing a Personnel Department and a Personnel Director. This involved an intensive effort, headed by Joseph H. Feitelberg and included the active participation of municipal labor union officials and the Chairperson of the Council's Ordinance Committee. The ordinance won approval on two occasions by 6-3 votes.

Analysis of the City's automated data processing needs and development of a strategy to meet those needs. This major effort has been the responsibility of the Municipal Computer Program Subcommittee, co-chaired by Thomas J. McGarr and Frederic C. Dreyer, with assistance of Charlton Memorial Hospital data processing and administrative staff members. Upon its recommendation, the City engaged the firm of Ernst and Whitney to perform a needs assessment and develop an RFP for service bureau applications.

1983 Implementation of the Ordinance for the position of City Administrator.

Implementation of the Ordinance for the establishment of the office of Personnel Administration. Robert L. Connors, the city's first Personnel Director, was hired in early 1984.

Analysis of the structure and administrative procedures pertaining to the Department of Public Works. The City Council passed a consolidation ordinance which established a lay board over the department. In addition, the Task Force undertook an analysis of administrative procedures throughout the municipal bureaucracy in order to enhance management efficiency and accountability.

Analysis of the building needs of the School Department was undertaken. This major study was developed by the Subcommittee on School Building Needs co-chaired by Eileen Farley, President of Bristol Community College and Patrick O'Neil, former head of the Diocesan Schools. In early 1984, the School Department implemented Phase I of the plan.

The City entered into a contract with Fulcrum to provide software needs to its data processing effort. The City also purchased a PRIME computer to meet its hardware needs. Since April 1983, the City has been engaged in training and implementing various components of its data processing plan. The Task Force has provided various forms of consulting expertise through its Subcommittee on the Municipal Computer Program.

1984 Rita Moniz, Professor of Political Science, at UMD, was hired as Executive Director. Jack W. Fyock resigned that position to become Vice President at J & J Corrugated Box Corporation.

Analysis of the Silva Reorganization Plan. This major ongoing effort, headed by a Subcommittee on Reorganization, co-chaired by Joseph H. Feitelberg and Jack W. Fyock, has responded to requests from both the Mayor and City Council to assist the city in implementing a major reorganization of City government. A personnel analysis was developed to provide elected officials with a bottom-up analysis of reorganization impact. The Task Force was also instrumental in linking the City's reorganization effort with sources of expertise at UMD's Center for Policy Analysis.

Completed its work on the School Building Needs Study by giving testimony at School Committee hearings and suggesting structure of methods for School Department implementation.





Developed, in cooperation with Bristol Community College, a series of training workshops in management and computer literacy for City personnel. METO (Municipal Employees Training Opportunities).

Ongoing analysis of the impact of reorganization on City departments.

Assessment of the City's computerization effort approximately 18 months into implementation.

1985      Ongoing analysis of the impact of reorganization on City departments. This included the development of hundreds of job descriptions, evaluation of workflow and communications flows within departments.

In conjunction with UMC and BCC and the Fall River Firefighter's Association, discussions regarding the development of a baccalaureate program in Public Administration.

Further development with UMD Center for Policy Analysis to establish internship programs for students and professional personnel with the City of Fall River.

Further assistance to the School Department in implementing the School Building Needs Study. This included serving on a small advisory group to the Superintendent and assisting with the development of the Committee structure pertaining to site selection as well as finance.

Developed on behalf of the City, several grants for training, the feasibility of a centralized garage operation, the centralization of purchasing, as well as for state assistance in the funding of additional professional personnel with the new restructuring plan. Ultimately the City received approximately \$500,000 from these grants from the MA Department of Communities and Development.

Developed the rationale and issued a feasibility report to the Mayor regarding a Municipal Employee Classification Plan.

Developed a report for the Superintendent of Schools regarding the history of school bond issue elections.

Monitored the City's computer capabilities and developed a structure for an Office of Management Information Services, including Task Force members' reviewing applications for the position of MIS Director.

Organized and developed a Municipal Employees Training Advisory Group (METAG). This group in conjunction with the Task Force and professionals from BCC developed a comprehensive curriculum for the training of municipal employees, including the start of the Municipal Management Association's curriculum. This was the first time that the national program had been administered on-site to a city.

Completed its work on the School Building Needs Study by giving testimony at School Committee hearings and suggesting further structures of implementation.

Developed in conjunction with Bristol Community College a series of training workshops in management and computer literacy for City personnel.





Continued analysis of the impact of reorganization on City departments.

1986      Massive orientation program for City employees regarding reorganization. The Task Force developed literature and its director personally conducted the training for more than 1000 workers.

Developed a schedule for reorganization with the Chair of the City Council Subcommittee on Reorganization and the City Clerk, and monitored same.

Developed for the City a major grant (approximately \$100,000) under the Commonwealth's Urban Management Program; monitoring and implementing same.

Continued to advise and support the Municipal Employees Training Advisory Group.

Assisted the City with various aspects of Personnel Classification.

Monitored the implementation of the School Buildings Needs Study and assisted the Superintendent when asked.

Worked with City departments regarding workspace allocation and design

Maintained the internal integrity and viability of the Task Force as an organization.

1987      Reorganization

Finalized legislative process with City Council regarding reorganization ordinances; final approval in City Council with more than 150 ordinance changes on January 14, 1987 (9-0 votes).

Worked with Olney Associates, City Administrator and City Budget Director regarding implementation of Salary classification plan. Implemented.

Continued to meet with various department heads and division heads regarding revised administrative practices under newly reorganized departments.

Worked with Commonwealth's Office of Communities and Development and City Administrator regarding implementation of Urban Management Program grants relative to reorganization, i.e. work-space study, cross-training of employees, etc.

Resource to UMD's Center for Policy Analysis as it continues to work on various studies for the City.

Developed government guidelines for Municipal Employees Training Advisory Group; developed guidelines for educational assistance program and employees recognition program for Municipal Employees Training Opportunities Program;

Developed and continued to work with METAG and Bristol Community college for bi-monthly municipal employees training workshops.





Worked with Management Information Systems regarding different aspects of City's computerization effort.

Drafted employees performance appraisal program guidelines for city.

Began initial draft of employees handbook for City.

Provided resources for hiring process regarding prospective City managers.

#### School Building Needs:

Accrued data and worked with public and private sector regarding site acquisition for new Henry Lord Middle School.

Developed strategy for public discussion of school buildings issues with resultant Fall River Herald News series, editorial and other media awareness.

Worked with School Superintendent regarding Commonwealth's School Buildings Assistance Bureau process.

#### Internal:

Established a strategic planning group which conducted a membership survey regarding Task Force projects.

Established a new working group regarding school building needs implementation.

Established a new working group regarding reorganization implementation.

Formalized relationship between new Director of Management Information Services and Task Force's MIS Working Group.

Moved to new office location at 57 North Main Street.

#### 1988 Reorganization:

General resource to the City Administrator in various aspects of reorganization implementation.

Worked with Commonwealth's Office of Communities and Development and City Administrator regarding conceptualization of next steps in City's reorganization effort.

Developed a \$178,000 EOCD grant, awarded to City for consulting services in conjunction with reorganization of HHS and DPW.

Working Group on Reorganization conducted comprehensive evaluation of reorganization of Health and Human Services and Department of Public Works.

Resource to UMD's Center for Policy Analysis in its collaborative efforts with City.



Worked with Municipal Employees Training Advisory Group in revising guidelines for Employee Tuition Reimbursement Program.

Worked with Personnel Director and Bristol Community College in maintaining and planning curriculum for employees training workshops.

Worked with City Council in researching and conducting survey regarding residency requirements for municipal employees.

Appointed to serve on the City's Advisory Committee for Computerizing Purchasing system.

#### School Building Needs:

Accrued data and working with architects, School Department, School Committee and private sector regarding site acquisition for Henry Lord Middle School.

Accrued data and information base and did other preparatory work for special election effort re school bonding.

Worked with Superintendent and other school officials regarding different aspects of implementation of School Building Needs Study.

Developed various data bases, e.g. financial impact studies, etc. for presentation to various public officials, including the School Committee.

#### Internal:

Established computerized financial development system.

#### 1989 Reorganization

Continued resource to the City Administrator in various aspects of reorganization implementation.

Member Mayor's Committee on Administrative Personnel.

Conducted two-year follow-up report re Reorganization Implementation.

Worked with City's Director of Management Information Services regarding various aspects of computerization.

#### School Building Needs:

Testimony before City Council and School Committee regarding various aspects of school bond referendum process and site acquisition.

Worked with School Committee, School Department and private sector regarding final site acquisition for new Henry Lord Middle School.





Worked with Superintendent and other school officials regarding different aspects of implementation of School Building Needs Study.

Managed school bond referendum election, including media, speaker's bureau, phone bank, election day activities. Question won with 63% of the vote.

Administered political action committee in support of Task Force's political activity.

Provided leadership and resource person to City's School Building Oversight Committee.

Internal:

Supervised John Theriault, UMD Intern.

Significantly increased financial support to \$42,000.

1990      Reorganization

Member Mayor's Committee on Administrative Personnel

Continued work with City Director of Management Information Services regarding various aspects of City's computerization effort.

School Building Needs:

Managed second school bond referendum election, including media, phone bank, election day activities, with positive results. Question passed with 62% affirmative vote.

Administered political action committee in support of Task Force political activity.

Continued to provide leadership and resource person to City's School Buildings Oversight Committee.

Worked with Superintendent and other school officials concerning various aspects of school building needs.

At request of the School Committee, began research to update the 1983 School Building Needs Report, including school visits with school building officials and working with construction engineer, accruing data.

The Forums

Established community forums program; planned and held first forum on "Rising Costs of Health Care."

Internal:

Conducted comprehensive internal analysis of mission and structure of Task Force, including retreats, by-laws revision, etc.



Increased financial support to \$43,500.

## 1991 Reorganization

### Member Mayor's Committee on Administrative Personnel

Met with Personnel Director in order to issue an update on Government Reorganization; reviewed report.

### School Building Needs

Completed research regarding update of 1983 School Building Needs Study (The Ganbatte Report). Presented to the School Committee.

Continued to provide leadership and resource person to City's School Buildings Oversight Committee.

Worked with Superintendent and other school officials concerning various aspects of school building needs.

## COALITION FOR EXCELLENCE IN EDUCATION: FR 2000

Established and organized, in conjunction with the FR Area Chamber of Commerce and Industry, a community wide planning group to restructure the Fall River Public School System.

Planned and executed a one-day conference in June which included two hundred education stakeholders from all components of the community; funded by Aetna; Janet Reingold of Washington, D. C., educational consultant, assisted with conference.

Fall River became first city in Commonwealth to declare itself an America 2000 City.

Provided all administrative support to the Coalition, including planning of meetings, issuance of reports, etc.

Worked with media regarding public relations effort on behalf of the Coalition.

## The Forums

Planned and executed community forums on the subject of education.

## Internal

Increased financial support to \$53,300.

## 1992 Reorganization

Completed a reaction to the Report of the City's Director of Personnel Administration regarding status of reorganization. Task Force leadership met with Mayor and City Administrator and fi-





nally with City Administrator to complete process. Task Force role in reorganization completed until City requests further assistance. Uniformed fire and police personnel never addressed.

Coalition for Excellence in Education: FR 2000

Continued support of nine Working Groups working on public school education reform. Established Design Implementation Team to further Working Group recommendations.

With Jim Wallace, FR Public Schools, Kathleen Harrington, Boyd Center, Kenneth S. Duarte, financial consultant, completed, with professional writing assistance from Janet Reingold, FOCUS-21, a proposal to the New Generation of American Schools Corporation, thereby synthesizing the work of the Coalition to date. With Jim Wallace and Tom Pavaio, FR Schools, completed REFOCUS-21, a proposal to the U.S. Department of Education, regarding school dropout prevention and retrieval.

Attended and made presentation at national conference in Washington, D. C., U.S. Chamber of Commerce/U.S. Department of Education. Frequent citations in America 2000 newsletter regarding FR 2000. Participated in America 2000 phone call with U.S. Education Secretary.

## The Forums

Incorporated into Coalition public relations effort.

## Internal

Joseph H. Feitelberg resigned as Chair of the Board.

Joseph D. Gorman resigned as President.

Julien F. Paul, Vice President, ascended to the Presidency.

Jack W. Fyock was elected Vice President by the Board.

Financial support increased to \$59,900.

## 1993

Life-long Learning Strategic Plan finalized and presented to the School Committee which adopted it March 16.

Supported establishment of Robeson Family Learning Center and obtained \$25,000 grant to support Coalition's work with Center. (3 year grant - \$75,000)

In collaboration with FLC Grant and UMD Center for Policy Analysis, conducted survey of FLC family needs.

In collaboration with FR Housing Authority, Council on Aging, TOPPS and FR Schools, wrote and established POSSE/Serve America Grant. Chosen as state and national evaluation site.

In collaboration with Charlton Memorial Hospital, working to develop implementation design for health and human services as defined by Strategic Plan. Robeson FLC to be model center.



Offered workshop "It Takes an Entire Village to Educate a Child" with Jacquelyn Sowers - citywide parents training workshop.

With Dr. Irving Fradkin, worked to establish The American Dream Challenge - incentive program aimed at 4th graders.

Established HOSTS, Help One Student to Succeed, mentoring program with Robeson FLC as first site. Quaker Fabrics became lead organization. Chrysler Corporation involved regarding its mentor program.

In collaboration with Polaroid Corporation, established TQM training for CEE Board.

Assisted FR Schools with Polaroid Project/BCTC Project: Business & Schools.

Participated in F.R./N.B. Chambers of Commerce Business Exchange

Assisted various FR School Administrators with input regarding grants writing.

Liaison with UMD Center for Policy Analysis regarding Community Report Card Project.

Various regional speaking engagements regarding School Restructuring.

Ganbatte Report accepted and approved by School Committee.

Internal

Proposed CEE Resource Center.

Internet access

Financial Development receipts at \$43,000.





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## **Needs Analysis Survey**

**Robeson Family Learning Center**

**July 1993**

The information collected on this survey will be used for two purposes. The first is to better determine what kind of services and support families would find helpful to enhance their ability to improve their children's education. For this purpose no names will be attached to the information; all answers are completely anonymous. The second purpose is to help your children as individuals. All information will be confidential and will be accessible only to authorized School Department personnel in compliance with Massachusetts law.





## A. DEMOGRAPHIC INFORMATION

1. Family ID \_\_\_\_\_ 2. Interviewer: \_\_\_\_\_  
3. Date: \_\_\_\_\_ 4. Beginning Time: \_\_\_\_\_  
5. Lead respondent \_\_\_\_\_

- 1 Mother  
2 Father  
3 Grandparent  
4 Sibling  
5 Other \_\_\_\_\_

6. Would you please give me the names of all persons living or staying in your home? (Child A should be the youngest, child E the oldest).

Name	Relation	Age	FLC	Sex	Education (last grade)	Ethnicity
_____	Respondent	_____	_____	_____	_____	_____
_____	Adult 1	_____	_____	_____	_____	_____
_____	Adult 2	_____	_____	_____	_____	_____
_____	Adult 3	_____	_____	_____	_____	_____
_____	Adult 4	_____	_____	_____	_____	_____
_____	Child A	_____	_____	_____	_____	_____
_____	Child B	_____	_____	_____	_____	_____
_____	Child C	_____	_____	_____	_____	_____
_____	Child D	_____	_____	_____	_____	_____
_____	Child E	_____	_____	_____	_____	_____
_____	Child F	_____	_____	_____	_____	_____
_____	Child G	_____	_____	_____	_____	_____
_____	Other	_____	_____	_____	_____	_____

Total Number of Persons in Household: \_\_\_\_\_

Enter age (96 and over = 96). Under age 1, code months M01-M12.

- 98 Don't know/not sure  
99 Refused

7. What is your marital status? \_\_\_\_\_

- a. Married    b. widowed    c. divorced    d. separated    e. long term, live in relationship  
f. never married

If C, go to Q 8 and Q9; otherwise skip to Q10.



8. How many times? \_\_\_\_\_

9. How often do your children visit their non-custodial parent? \_\_\_\_\_

Mother Father Deceased

Child A

Child B

Child C

Child D

Child E

Child F

Child G


97 Non Applicable

98 Don't Know

99 Refused

10. How long has your family lived in the United States?

Respondent      1      Adults      2      3      A      Children      B      C      D      E

years  
months  
since birth


98 Don't know

99 Refused

11. Do you have relatives in the Fall River area? (other than relatives living in your household) \_\_\_\_\_

0 No

1 Yes

98 Don't know

99 Refused

12. How frequently do you see them? \_\_\_\_\_

1 Daily

2 At least once a week

3 At least once a month

4 Every other month

5 Every six months

6 At least once a year

7 More than a year since last visit

8 Never

98 Don't know

99 Refused





13. Do you have neighbors, friends, or relatives who can help your family in an emergency? \_\_\_\_\_

0 No

1 Yes

98 Don't Know

99 Refused

14. What types of help do they provide? (circle all relevant answers)

1 Money

2 Child care/babysitting

3 Food

4 Transportation

5 Translation

6 Phone

7 Advice/support

8 Medical care

9 Shelter/place to stay

10 Other \_\_\_\_\_

97 Non Applicable

98 Don't Know

99 Refused

15. Do you work outside the home? \_\_\_\_\_

0 No

1 Yes

98 Don't Know

99 Refused

**If yes, go to Q 16; otherwise skip to Q 18.**

16. What kind of work do you do? \_\_\_\_\_

(answers will be coded later)

17. How many hours do you work each week, on average? \_\_\_\_\_

[Fill in number of hours]

97 Not Applicable

98 Don't Know

99 Refused

18. Does your spouse/partner work outside the home?

0 No

1 Yes

97 Not applicable

98 Don't Know

99 Refused

**If No, go to Q 21.**



19. What kind of work does he/she do? \_\_\_\_\_

(answers will be coded later)

97 Not Applicable

98 Don't Know

99 Refused

20 How many hours does he/she work each week, on average? \_\_\_\_\_

[Fill in number of hours]

97 Not Applicable

98 Don't Know

99 Refused

21. Can you give me an idea of your total family income during the past 12 months, including money from jobs, social security, retirement income, unemployment, child support, or welfare?

\$ \_\_\_\_\_

1 Under \$5000

2 \$5000-10,000

3 \$10,000-15,000

4 \$15,000-20,000

5 \$20,000-25,000

6 \$25,000-30,000

7 \$30,000-40,000

8 \$40,000-50,000

9 Over \$50,000

98 Don't Know

99 Refused

22 Do you ever have trouble finding someone to watch your children?

0 No

1 Yes

98 Don't Know

99 Refused





23. If yes, at what times?

- 1 At work
- 2 Running errands
- 3 Attending school functions
- 4 Appointments
- 5 Personal time
- 6 Other \_\_\_\_\_
- 97 Not applicable
- 98 Don't know
- 99 Refused

24. What is the difficulty?

25. Has anyone in your household who is not a full time student been out of work during the past six months?

- 1 Yes
- 0 No
- 98 Don't Know
- 99 Refused

26. If so, which family member(s)? \_\_\_\_\_  
\_\_\_\_\_

26. How long has he/she been out of work?

\_\_\_\_\_ weeks \_\_\_\_\_ months

27. Why has he/she been out of work? \_\_\_\_\_

- 1 Laid off
- 2 Quit job
- 3 Can't find work
- 4 Can only find temporary work
- 5 Illness/injury (not disability) Please describe \_\_\_\_\_
- 6 Disabled Please describe \_\_\_\_\_
- 7 Pregnancy/Adoption
- 8 Other \_\_\_\_\_
- 97 Not applicable
- 98 Don't Know
- 99 Refused



28. Does anyone in your household currently receive AFDC?

- 1 Yes
- 0 No
- 98 Don't Know
- 99 Refused

**If no, skip to Q 30.**

29 How long has your family received AFDC?

\_\_\_\_\_ months \_\_\_\_\_ years

30 What is the main language used in your home?

- 0 English
- 1 Spanish
- 2 Portuguese
- 3 Italian
- 4 Hmong
- 5 Vietnamese
- 6 Laotian
- 7 Khmer
- 8 French
- 9 Russian
- 10 Other (please specify)

30A. Is another language spoken in your home? \_\_\_\_\_ [fill in from list above]

## **B. HEALTH ISSUES**

31 Do either of [the FLC child's] biological parents have any health problems?

- 0 No
- 1 Yes
- 98 Don't Know
- 99 Refused

**If yes, fill out Detailed Health Check for Q33-37.**

32. Do any other members of your household have health problems?

- 1 Yes
- 0 No
- 3 Don't know
- 4 Refused

**If yes, fill out Detailed Health Check for Q33-37. If no, skip to Q 38.**





99 Refused

99 Refused

99      Refused

years

1	Medicare
2	Medicaid
3	Blue Cross
4	HMO
5	Preferred provider
6	Commercial insurance
7	Workman's comp
8	Veterans
9	CHAMPUS
10	Other
11	Dental
12	Vision
13	Hearing
14	None
98	Don't know
99	Refused



43. During the past 12 months, did anyone in your household have difficulty getting medical care?

- 1 Yes
- 0 No
- 98 Don't Know
- 99 Refused

44. What was the difficulty? (Check all that apply)

- 1 Care was not available when needed
- 2 Didn't know where to go for care
- 3 Lack of transportation
- 4 Lack of health insurance
- 5 Care cost too much
- 6 Care was too far away
- 7 Refused treatment by hospital
- 8 Refused treatment by physician
- 10 Other \_\_\_\_\_
- 98 Don't Know
- 99 Refused

45. How often do you visit a:                      Dentist                      Eye Doctor                      Hearing Specialist

1	Every six months			
2	Once a year			
3	In an emergency			
4	Never			
5	Other			
98	Don't know			
99	Refused			





46. How often does your spouse partner visit a:

		Dentist	Eye Doctor	Hearing Specialist
1	Every six months			
2	Once a year			
3	In an emergency			
4	Never			
5	Not applicable			
98	Don't know			
99	Refused			

47. How often does your child visit a:

	Dentist	Eye Doctor	Hearing Specialist
Child A			
Child B			
Child C			
Child D			
Child E			
Child F			
Child G			

- 1 Every six months  
 2 Once a year  
 3 In an emergency  
 4 Never  
 5 Other \_\_\_\_\_  
 98 Don't Know  
 99 Refused

Now I'd like to ask you a few questions about your children's eating habits.

48. What do your children generally eat for breakfast?

49. What is their favorite kind of cereal?

50. What do they like to drink?



51. What do they eat for snacks?

**If respondent is children's biological mother, ask Q52 & 53.**

52. Did you receive prenatal care during your pregnancy (pregnancies)?

0 No

1 Yes

97 Not Applicable

98 Don't Know

99 Refused

53. Can you tell me something about your pregnancy (pregnancies) with [repeat for each child at FLC]?

54. Does anyone in your household smoke?

0 No

1 Yes

98 Don't know

99 Refused

55. Has anyone in your family ever had a problem with alcohol or drugs?

0 No

1 Yes

98 Don't Know

99 Refused

56. Have they ever received treatment for this?

0 No

1 Yes

98 Don't Know

99 Refused





57. How long did they receive treatment?

\_\_\_\_\_ weeks  
\_\_\_\_\_ months  
\_\_\_\_\_ years  
\_\_\_\_\_ ongoing  
\_\_\_\_\_ never received treatment

58. If never, why not?

### C. HOUSING AND TRANSPORTATION

59. Do you have access to a car?

0 No  
1 Yes  
98 Don't know  
99 Refused

60. Do you live near a bus line?

0 No  
1 Yes  
98 Don't know  
99 Refused

61. Do you: \_\_\_\_\_

1 own your own home  
2 rent house/apartment  
3 neither  
98 Don't Know  
99 Refused

If neither, go to Q 62; otherwise skip to Q63

62. Where do you live?

1 Live with relatives  
2 Homeless  
3 Other (please specify) \_\_\_\_\_  
98 Don't Know  
99 Refused

63. How long have you been at your current address?

\_\_\_\_\_ weeks      \_\_\_\_\_ months      \_\_\_\_\_ years



64. How long were you at your previous address?

\_\_\_\_\_ weeks      \_\_\_\_\_ months      \_\_\_\_\_ years

65. How many rooms are in your home? \_\_\_\_\_

66. Do you have telephone service?

0 No

1 Yes

98 Don't Know

99 Refused

67. If no, do you have access to a phone?

0 No

1 Yes

98 Don't Know

99 Refused

68. How many television sets do you have in your home? \_\_\_\_\_ [enter number]

98 Don't Know

99 Refused

69. Do you have a VCR?

0 No

1 Yes

98 Don't Know

99 Refused

70. Do you have a home computer?

0 No

1 Yes

98 Don't Know

99 Refused





## D. EDUCATIONAL RESOURCES AND EXPECTATIONS

71. How often do you read a newspaper?

- 0 Never
- 1 Daily
- 2 At least once a week
- 3 Once every other week
- 4 Once a month

72. How many people in your household have a library card? \_\_\_\_\_ [enter number of cards]

73. How often do your children visit the library?

- 0 Never
- 1 At least once a week
- 2 At least once a month
- 3 Occasionally
- 98 Don't Know
- 99 Refused

74. If never, why?

75. Where do your children do their homework?

76. Does anyone help your children with their homework on a regular basis?

- 0 No
- 1 Yes
- 98 Don't Know
- 99 Refused



77. If yes, who helps your children with their homework?

- 1 Mother
- 2 Father
- 3 Sister
- 4 Brother
- 5 Other adult
- 6 Other children
- 98 Don't Know
- 99 Refused

78. Do you own any children's books?

- 0 No
- 1 Yes
- 98 Don't Know
- 99 Refused

79. What do you do together as a family? (examples: religious services, church sponsored activities, camping)

80. What TV programs do you watch with your children?

81. What are your children's favorite television shows?

82. What activities are your children involved in? (examples: Boy Scouts, Girl Scouts, CYO)





83. Do you volunteer your time to any organizations?

0 No

1 Yes

98 Don't Know

99 Refused

84. If yes, which ones?

85. Have you ever attended any workshops on how to raise kids?

0 No

1 Yes

98 Don't know

99 Refused

86. What kind?

87. Are you interested in taking any workshops about raising kids in the future?

0 No

1 Yes

98 Don't Know

99 Refused

88. What kind of workshops are you most interested in?

89. What did you like best about the other schools your children have attended?



90. What did you like least about these schools?

## E. EFFICACY/PARTICIPATION

91. Are you registered to vote?

- 0 No
- 1 Yes
- 98 Don't Know
- 99 Refused

92. Did you vote in the last presidential election?

- 0 No
- 1 Yes
- 98 Don't Know
- 99 Refused

I'm going to ask you to agree or disagree with the following questions.

93. I don't think public officials care much about what people like me think.

- 1 Strongly Agree
- 2 Agree
- 3 Disagree
- 4 Strongly Disagree
- 98 Don't Know
- 99 Refused

94. Sometimes I feel that I have no control over what happens to my family.

- 1 Strongly Agree
- 2 Agree
- 3 Disagree
- 4 Strongly Disagree
- 98 Don't Know
- 99 Refused





95. Who makes the major decisions in your household?

- 1      Mother
- 2      Father
- 3      Shared
- 4      Other \_\_\_\_\_
- 97     Not applicable
- 98     Don't Know
- 99     Refused

## **F. EDUCATIONAL AND PERSONAL GOALS**

96. What do you see yourself doing in five years?

97. What do you see your children doing when they're grown up?

98. What are you proudest of in yourself?

99. What are you proudest of in your children?

100. What's the hardest thing you've ever had to do?



## **G. SOCIAL AND VOCATIONAL ISSUES**

101. Which of the following services or organizations have you used?

**[hand card to respondent]**

102. Which of these services are you currently using?

103. Which of these services were most helpful?

104. Which of these services would you like to use in the future?

105. What skills or interests would you be willing to share with the children at the Family Learning Center? (examples: knitting, crafts, sewing, etc.)





106. How do you feel about the questions we've discussed? Would you be willing to participate in other surveys in the future?

107. What services or information can the Family Learning Center provide your family to help your family achieve the goals we discussed earlier?

\_\_\_\_\_  
Signature of Respondent

\_\_\_\_\_  
OFFICE USE ONLY

108. Zip code \_\_\_\_\_

109. End time \_\_\_\_\_



## Detailed Health Check

Family ID \_\_\_\_\_

Family Member: \_\_\_\_\_

33. How long has he/she had this (these) problem(s)?

34. Did he/she see a doctor for this or any other reason?

- 0 No
- 1 Yes
- 98 Don't Know
- 99 Refused

35. Does he/she take any medication on a regular basis?

- 0 No
- 1 Yes
- 98 Don't Know
- 99 Refused

36. If so, what type?

37. Where did he/she receive treatment for this problem?

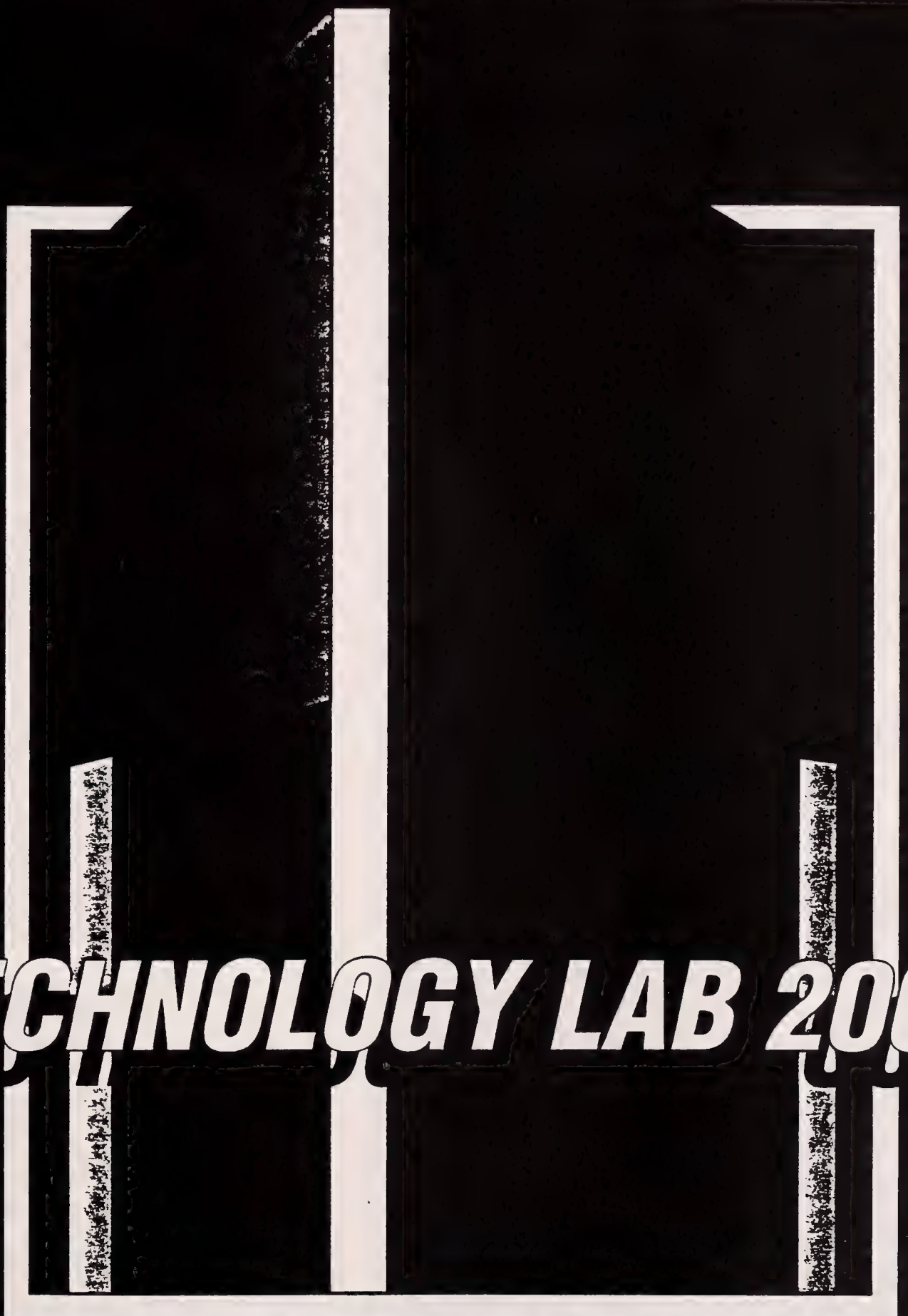
- 1 Emergency Department
- 2 Walk in clinic
- 3 Doctor's office
- 4 Other (please specify)
- 98 Don't Know
- 99 Refused

Do other members of your family have health problems?

**If no, return to Q 42 on the survey form; if yes, complete another form.**







# ***TECHNOLOGY LAB 2000™***

Approaching the year 2000, students face an ever-changing complex of technological phenomena—a flood of information and knowledge that never stops and never sleeps. We must provide new ways of organizing and delivering instruction—new ways of designing and equipping the instructional setting to prepare students for the 21st century.





the goal:

## TECHNOLOGICAL LITERACY

SmartLab™, the latest stage in the evolutionary development of Technology Lab 2000™, represents the emergence of an intensely responsive instructional environment. Its goal is to create a true "lab of the future"—one that is not an extension of the past, but rather a lab that derives its guiding principles from the future, from innovative educational programs, and from state-of-the-art facility-design principles.

SmartLab is a comprehensive laboratory for the study of science and technology. While it incorporates an extensive collection of computers and peripherals, it is much more than just another version of the computer classroom. SmartLab presents a total, integrated system of furnishings, equipment, computer-mediated instruction, software, and inservice training. It stands ready to make links to the SmartSchool and the SmartDistrict by sharing data on student progress.

The SmartLab version of Technology Lab 2000 incorporates computer activity in virtually every aspect of its operation, going beyond computer-screen instruction. In SmartLab, a computer-managed network gives students access to, and control over, content, applications, and information in areas such as:

- Robotics
- Computer-aided manufacturing
- Systems simulations
- Word processing
- Satellite technology
- Pneumatic structures
- Rocketry
- Aerodynamic testing
- Simulated flight
- Hydroponics
- Superconductivity
- Space-frame construction
- Computer-assisted publishing

Rather than dominate the instructional program, computers are used as the tools by which students access the language and the resources of a broader technological arena. Via the network, students import instructional modules and software applications to their workstation computers, and receive supporting visual information on adjacent video monitors.

The synergistic, interdisciplinary program of instruction that defines SmartLab sharpens students' **conceptualizing** skills, challenging them to discover the underlying principles of technology and to apply those principles through the use of critical thinking, problem solving, and decision making. It fosters not only a mastery of technological subject matter, but also a mastery of the process of learning itself.

Hueneme School District, Blackstock Intermediate School

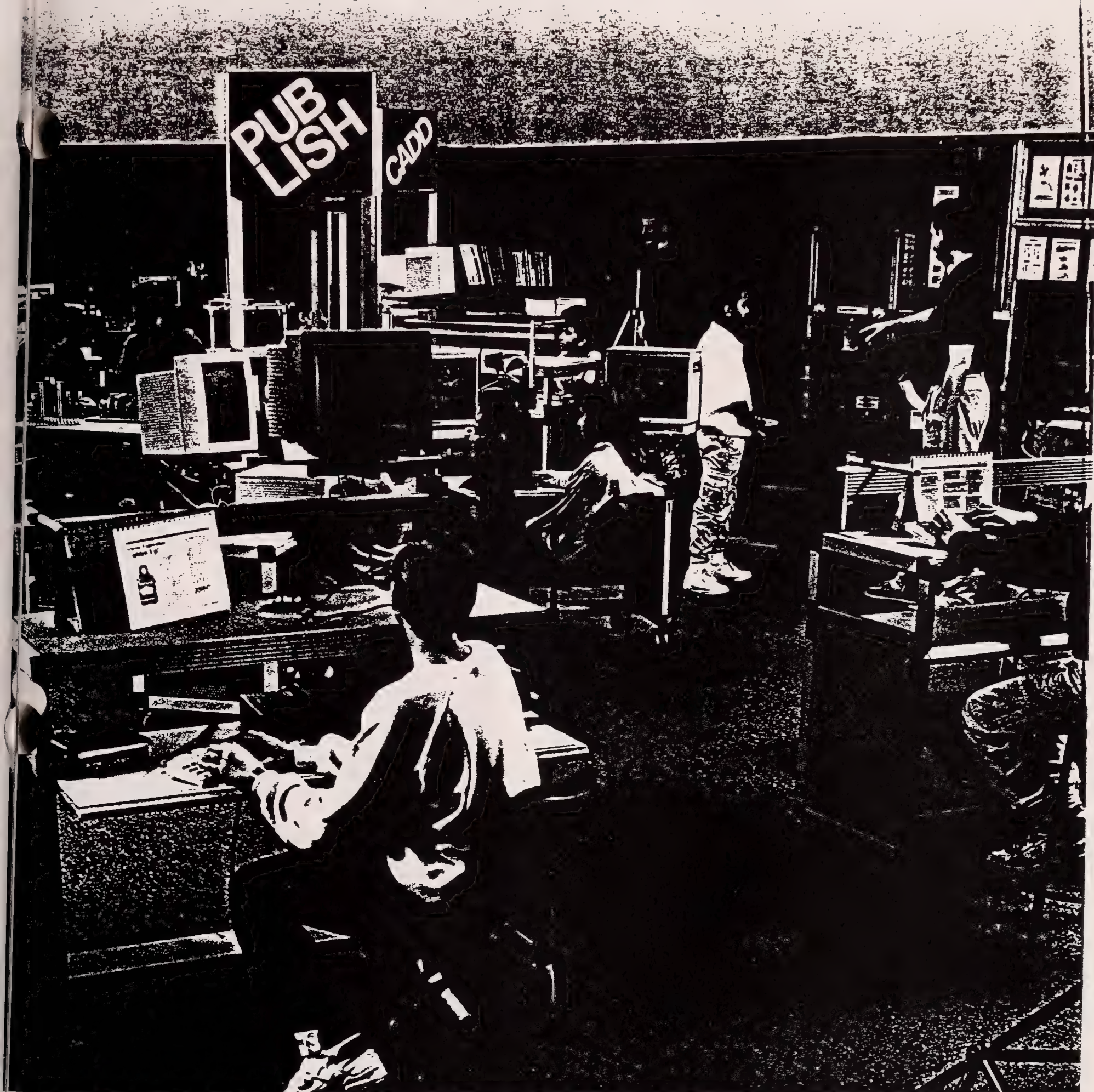


Students engage directly in the observation, exploration, application, and assessment of technological phenomena. They learn that technology is not passive — it is active and ever changing. Its components are interdependent.

In the process of becoming technologically literate, students acquire 21st-century skills and attitudes: teaming, consensus-seeking, complex problem-solving, and sensitivity to group dynamics. They learn to participate in computer-integrated enterprises in which all phases in the creation of a product — design, manufacture, production, and marketing — are linked and interdependent.







## TECHNOLOGY LAB 2000™ / the SmartLab™

SmartLab is an integrated system of furnishings, equipment, computer-mediated instruction, software, inservice training, and ongoing support. SmartLab facilitates not only a mastery of technical subject matter, but a mastery of the process of learning itself.

In order for any learning environment to promote these new kinds of goals, it must answer to a new set of criteria. An innovative relegate of guidelines has governed the planning and outfitting

### △ CURRICULUM-BASED:

Comprehensive instructional materials, based in the most advanced curriculum theories, guide student activities.

### △ MODULAR:

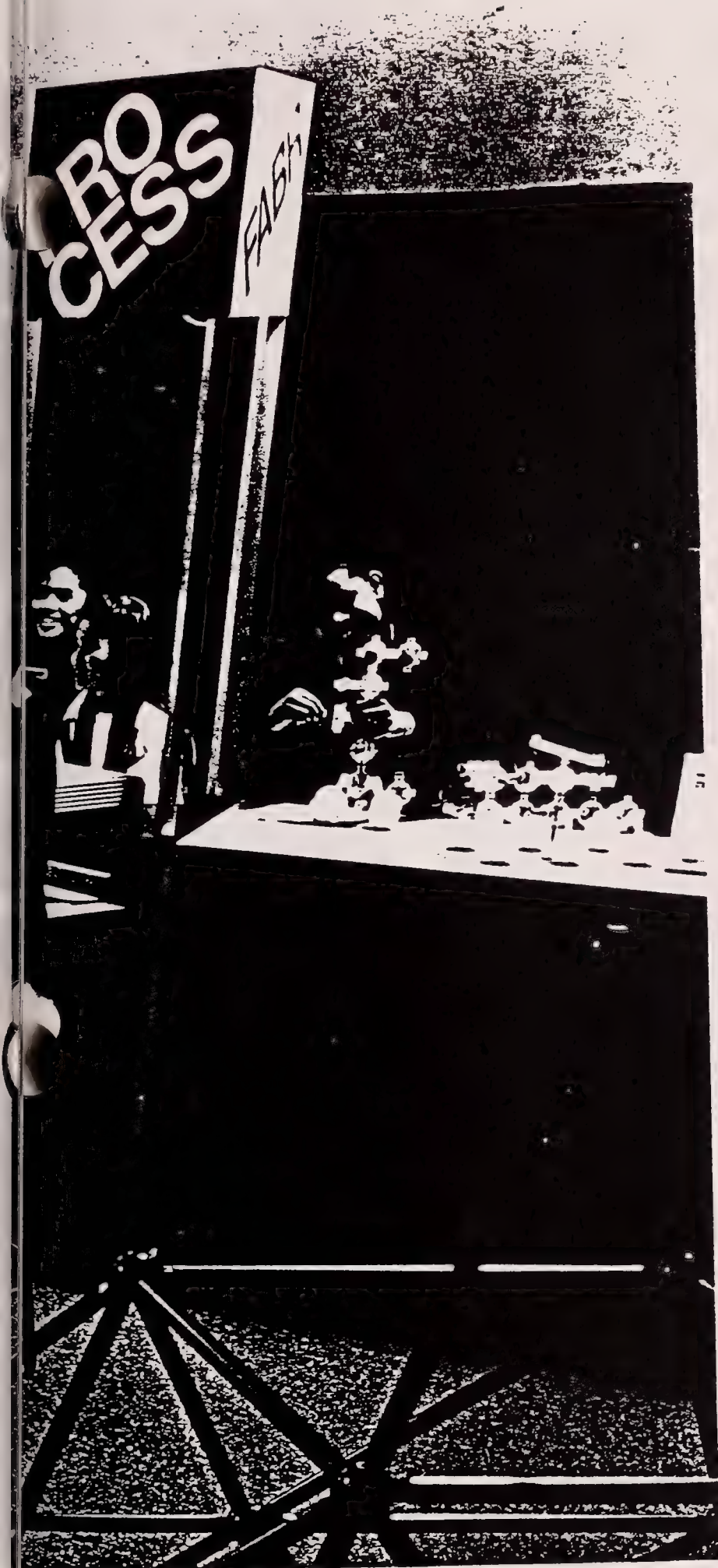
Because its elements, including furnishings and tabletop apparatus, are based on dimensional standards they can be interrelated in various configurations.

### △ INTERCONNECTABLE:

Elements have standard fittings so that they can be readily linked to one another.







## the solution: *THE SMARTLAB*



In Technology Lab 2000/the SmartLab™, island-like arrangements of versatile, leading-edge laboratory furnishings form a series of reconfigurable activity zones within which students work, interact, and learn.

An **island**, a key configuration in the SmartLab, is composed of three work/learn stations positioned around a **Power Pylon™**. The Power Pylon not only anchors the work/learn stations, it also acts as a conduit for the power services of electricity, air, and local-area computer networking to adjoining stations and to the teacher-control station.

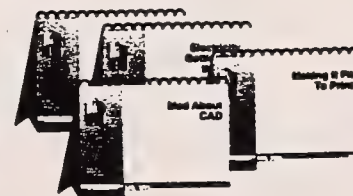
Viewed from above, the islands form a radial design — reaching out from their central cores and linking together to produce a web of stations where students engage in technological inquiry.

In SmartLab, each student participates in a unique sequence of learning activities — a journey of discovery that is different from, but complementary to, the activities of other students. It is a program that promotes individual exploration, creativity, and innovation, at the same time encouraging team collaboration, networking, and the cross fertilization of ideas.

SmartLab's unique delivery system of computer applications combined with instructional modules guides student progress. And its potential for student evaluation and record keeping promises even further teacher emancipation.

The teacher is freed to circulate and instruct students individually or in groups — to facilitate the creative contributions of each individual student, to coordinate those contributions, and to evolve a rich body of shared knowledge and skills.

In the SmartLab, pathways to the future are many — and they are one.

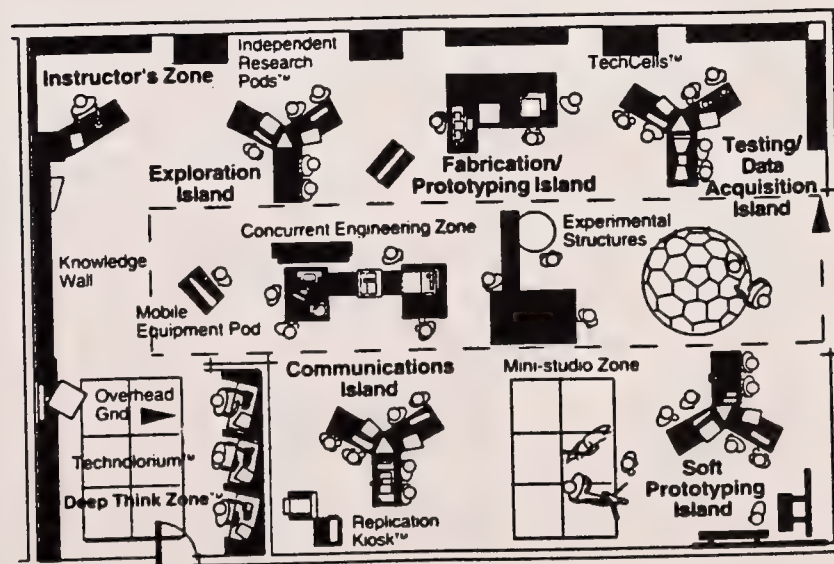


**RESPONSIVE:**  
The instructional delivery system is mediated and interactive.

**RECONFIGURABLE:**  
The stations are designed to be amenable to numerous arrangements.

**TRANSFORMABLE:**  
The system can be converted into entirely new forms.

**COST-EFFECTIVE:**  
Desired effects are produced without any duplication or overspecialization.



Floor Plan for High School Pre-Engineering Lab







students record progress



the process:

## PLANNING FOR YOUR SMARTLAB

Creative Learning Systems offers complete **planning services**, beginning with telephone and/or on-site consultation with superintendents, vocational education directors, assistant superintendents for instruction, technology education supervisors, trade and industrial education directors, architects and facility-planning directors, principals, and teachers. Discussions address everything from space planning requirements to facility design, power specifications, and the instructional program.

A written **proposal** follows these preliminary discussions, and includes floorplans, drawings, and complete lab specifications. However, the formal proposal never signals the end of informal discussions.

Creative Learning's experts

continue to assist you throughout all phases of the decision process . . .

Δ helping space planners and architects expedite the renovation of existing facilities and prepare for new construction.

Δ working with the district's purchasing department and facilitating communications with related suppliers.

Δ coordinating the installation/training timetable with the schedules of all involved administrators and teachers.

Δ establishing relationships and procedures that guarantee smooth, effective post-installation support.





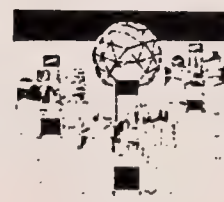


our vision:

## *PHILOSOPHY AND BACKGROUND*

Creative Learning Systems, Inc. is a leading developer and supplier of innovative instructional materials, equipment systems, and modular furnishings for science and technology education, and engineering education. Its president, **James C. Durkin**, is a pioneer in Technology Education, having spearheaded one of the nation's earliest technological literacy programs for a high school in Ohio over 25 years ago. Durkin has taught courses in technology at the college level and has been a consultant to numerous school districts implementing technology programs. He is the author of a wide range of instructional materials, the developer of innovative equipment systems, and the designer of several types of instructional facilities, including many state-of-the-art technology learning laboratories.

As an outgrowth of its commitment to technology education, Creative Learning Systems is challenging educators to progress beyond the limited use of computers found in most schools today. The company has developed and incorporated numerous real-world applications of computer technology in its facility designs and is dedicated to the task of making technology "transparent." With its undeviating focus on the future, Creative Learning Systems is creating world-class facilities whose furnishings, equipment, and instructional programs combine to empower a new species of learner — the technologically literate questioner, collaborator, and problem-solver of tomorrow.



**Creative Learning Systems  
assists you throughout  
all phases of the  
decision process.**

For more information on  
the SmartLab, contact:  
Creative Learning Systems, Inc.  
16510 Via Esprillo  
San Diego, CA 92127-1708

or phone our toll-free number:  
**1-800-458-2880**  
Ext. #492

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Computers by APPLE®/Photos by Greg Smith  
Technology Lab 2000/the SmartLab is a  
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# FOCUS 21

*New Generation of American Schools*

*Proposal*

*Submitted by*

*The Fall River Regional Task Force, Inc.*



*Coalition for Excellence in Education:  
Fall River 2000*

*February 14, 1992*



# Fall River Regional Task Force, Inc.

57 North Main Street  
Fall River, Massachusetts 02720  
(508) 672-1821

Joseph H. Feitelberg  
Chair, Board of Directors

Joseph D. Gorman  
President

Rita Moniz  
Executive Director

February 10, 1992

Mr. Thomas H. Kean  
Chairman of the Board  
New American Schools Development Corporation  
1000 Wilson Boulevard  
Suite 2710  
Arlington, VA 22209

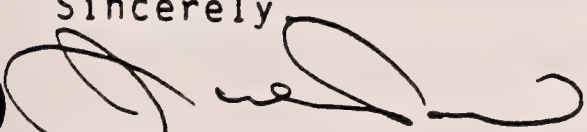
Dear Chairman Kean:

Our community of Fall River, Massachusetts, is pleased and proud to submit our proposal in response to your Request for Proposals, "Designs for a New Generation of American Schools."

As you may know, Fall River, Massachusetts was among the first communities in the nation to embrace America 2000, and to vote unanimously to work to become an America 2000 community in a community-wide education summit meeting held on June 21, 1991. While we have been working for years to develop world class schools for the children of our community, America 2000 and this RFP provided renewed impetus to crystalize our vision, not just for "break the mold" schools, but for a "break the mold" community--all working to raise our children and instill all our citizens with the knowledge, values and versatility needed for the 21st Century.

This is truly a collaborative effort. We have engaged individuals from all segments of our community, as well as noted experts, to participate in planning task forces on each critical element of our America 2000 agenda--focusing on the process, the content and the outcomes for our children and our community. We believe that this proposal represents an unprecedented vision and consensus about what our children and citizens should know and be able to do to exceed world class education standards which will continue to rise. It is a human capital investment strategy that elevates expectations and hold us all accountable for our achievements. We recognize the enormity of the task ahead, and we, the community of Fall River, Massachusetts, are deeply committed to seeing it through.

Sincerely,



Julien Paul  
Chair, Board of Directors





**Fall River: A Break The Mold Community  
A Model for the Nation: Focus 21  
Abstract**

Bidder's Name: Fall River Regional Task Force, Inc.  
Address: 57 North Main Street, Fall River, MA 02720  
Telephone: (508) 672-1821  
Facsimile: (508) 675-8488  
Principal Contact: Dr. Rita Moniz, Coalition for Excellence in Education

**Abstract:** The city of Fall River, Massachusetts, proposes not just to develop "break-the-mold" schools, but to *become a "break-the-mold" community*. As the first America 2000 community within the Commonwealth of Massachusetts, with a history of successful school innovation, and broad-based collaborative community action, we have developed a new vision, FOCUS 21: Family Oriented Curriculum, for us, and for the United States, for the 21st Century.

We share a vision of a learner-centered community, one in which new institutional relationships -- in fact, *new definitions of traditional institutions* -- strengthen the supports for our children and families, one in which high expectations and clear goals are established for all stakeholders -- every citizen in our community. Our Family Learning Centers will comprehensively serve the educational, developmental, health, nutrition, social and emotional needs of young children and their families, becoming the new extended family for all.

The FOCUS curriculum, incorporating the five core subjects of English, math, science, history and geography will be integrated and experiential; students will be workers and active constructors of knowledge, and teachers will be learning facilitators. Assessment will be competency-based. All Centers will be equipped with appropriate technology.

The Education Institute. An innovative Education Institute will build capacity and provide support for the Family Learning Centers. *The Education Institute will replace the central administrative structure of the present School Department*. The Institute will provide: professional development, curriculum leadership, community involvement, institutional integration, research and development, dissemination and administration.



**Fall River: A Break The Mold Community  
A Model for the Nation: Focus 21  
Executive Summary**

**INTRODUCTION.** The city of Fall River, Massachusetts, proposes not just to develop "break-the-mold" schools, but to *become a "break-the-mold" community*. As the first America 2000 community within the Commonwealth of Massachusetts, we have a history of firsts (school choice, support for children and families, parent involvement, special service and attention to at-risk families, safe and drug free schools and active business involvement), and a record of being on the cutting edge (besides our reputation as Lizzie Borden's hometown!). An urban community, vexed with declining population, double digit unemployment, poverty, and mass immigration -- demographically, we are not unlike many other urban communities. However, we differ in several notable respects. We are not satisfied with the status quo. We share a common vision about what constitutes a quality education. We have a history of successful school innovation, and a history of broad-based collaborative community action. But the pace of change has been too slow, and the types of change have been too timid. Until now -- with our new FOCUS 21: Family Oriented Curriculum, for us, and for the United States, for the 21st Century.

**WHAT WE PLAN TO ACCOMPLISH.** We intend to become a "break-the-mold" community, in which our children and our families can achieve their full potential, become life-long learners, and acquire the knowledge, skills, abilities, attitudes and values that contribute to a healthy society and a prosperous and self-sustaining economy. We hold some values firmly -- that we must stress *prevention*, without neglecting the needs of the current generation; that we must provide *extra support for the key transitions* of young people, not just from school to school, but from school to work, school to home, school to community, and adolescence to adult responsibilities. Our young people, in fact all our citizens, must be equipped with the habits of the mind, and the habits of the heart, that will enable us to aspire and achieve greatness.





**OUR BASIC CONCEPT AND HOW WE WILL DEVELOP IT.** We share a vision of a learner-centered community, one in which new institutional relationships -- in fact, *new definitions of traditional institutions* -- strengthen the supports for our children and families, one in which high expectations and clear goals are established for all stakeholders -- every citizen in our community. Our design is outcome-based and learner-centered. We intend to develop a design, not only to completely restructure the school system, but the growing up experience. And our new paradigm shifts the traditional focus from the perspective of the service providers, to the perspective of the learners -- a new *focus* -- a new family oriented curriculum, and a new family oriented community, for us, and for the United States.

**Family Learning Centers.** The initial phase of our design transforms four of Fall River's elementary schools into Family Learning Centers that will comprehensively serve the educational, developmental, and social needs of young children and their families. In time, the FLCs will be extended city-wide. To ensure that urban youth are able to learn successfully, the Centers will coordinate health, nutrition, social, emotional, and educational services for children and their families, throughout their lives. Providers of day care, after-school and regular school services will collaborate to provide seamless access to high quality education and support -- the Family Learning Center will become an extended family for all.

The **FOCUS curriculum**, incorporating the five core subjects of English, math, science, history and geography will be integrated and experiential; students will be workers and active constructors of knowledge, and teachers will be learning facilitators. Assessment will be competency-based, rather than grade based, using the five SCANS competencies, (resources, interpersonal, information, systems, and technology) plus a sixth competency of our own -- a liberal arts/democratic competency, to develop an appreciation of those things that have intrinsic value and add richness and meaning to life. Students will progress at their own pace, advancing upon mastery of the required competencies at each level. All Centers will be equipped with appropriate technology, and, in fact, all schools are currently being wired for fiber optic



communication. Full implementation will be phased-in, following the initial learners as they progress scholastically.

**The Education Institute.** An innovative Education Institute will be established to build capacity and provide support for the Family Learning Centers. *The Education Institute will replace the central administrative structure of the present School Department.* The Institute will provide:

- **Professional Development** -- for teachers, administrators, and other personnel, and parents and community volunteers;
- **Curriculum Leadership** -- involving knowledgeable stakeholders in setting city-wide goals, objectives, and outcomes for education to bring students to a world class level of achievement;
- **Community Involvement** -- upgrading parents, business, and other volunteers' skills as mentors and advocates for children, and as participants in the governance -- in site-based management of the Family Learning Centers;
- **Institutional Integration** -- re-defining our community's youth and family serving organizations, coordinating social, developmental, emotional, and educational services for each young person and the family;
- **Research and Development** -- tracking trends, distilling what works, managing the institutional data base, disseminating promising practices, and monitoring progress on our Community Report Card;
- **Dissemination** -- serving as a national resource for dissemination and marketing, linking with other national business and education organizations, the media, and others using technology, and selected experts to provide "how to" information to others wishing to replicate our ideas; and
- **Administration** -- coordinating those activities best centralized and not included in the site-based management model, including some aspects of financial management and monitoring, facilities maintenance, and so forth. Support, not control. Assistance, not administration.





**OUR DESIGN TEAM.** Our Design Team is not an ad hoc collection of "name brand" hot-shots -- we are the stakeholders in our children's and our community's future; we are the decisionmakers who can collectively change every major community institution (education, business, government, civic organizations), and have come together as a "break-the-mold" community. We include: business coalition executives, labor leaders, education leaders and thinkers, city planners, college and university faculty, nobel laureates (well, one at least) and even lawyers! Too numerous to mention; too committed to omit.

**RESEARCH AND EXPERIENCE SUPPORTING OUR DESIGN.** Our design is about providing continuity in the life of every learner, of ensuring the necessary caliber of curriculum to stimulate excellence, of ensuring the necessary coordination of supports and services to enable each learner to achieve to full potential. In the area of early childhood development, our thoughts were shaped by the work of experts such as Lisbeth Schorr, T. Berry Brazelton, and others who advise that quality child care in the early years is critical. Some 40-60 percent of language is said to be learned by age three. Our perspective that the learners should be our central focus and that the transitions of young people are the critical pressure points was influenced by the work of Harold Hodgkinson (All One System, and All The Same Client), James Comer (teams providing support to the learner), the Carnegie Council on Adolescent Development (Turning Points), the William T. Grant Foundation (The Forgotten Half), the National Alliance of Business (The Fourth R: Workforce Readiness, a Blueprint for Business on Restructuring Education), and The Business Roundtable's Participation Guide. Our thinking about workforce preparation and values and versatility needed for responsible citizenship was partially shaped by the work of the SCANS commission (What Work Requires of Schools), the National Center on Education and the Economy (High Skills, Low Wages), the American Business Conference (The Vital Link), the Departments of Labor, Education and Commerce (Building A Quality Workforce, Workforce 2000, America 2000) and the writings of the major business associations (NAB, The Business Roundtable, the Chamber's Center for Workforce Preparation and Quality Education. Our



thinking about accountability was shaped, in part, by Peter Senge (The Fifth Discipline) and a key member of our FOCUS 21 Design Team. Ultimately, our design reflects our own best thinking, and choices best for our children and our community

**COSTS OF OUR DESIGN.** The costs of our design, \$5,600 per learner (excluding construction), are within our Commonwealth's per student annual expenditures of \$6,170. Appropriate waivers of regulations of contracts will be accomplished.

**HOW WE WILL KNOW IF IT WORKS.** Our design is built around the premise of accountability for all stakeholders. Our Education Institute, our community's institutions, and selected outside evaluators will continuously monitor progress, identify mid-course corrections, and track outcomes. We will use all means of self-assessment, from the informal, anecdotal accounts, to the structured management assessments (a process evaluation), to the most important assessments of impact on all stakeholders, longitudinal studies, and cost/benefit analyses. We will hold ourselves accountable through a Community Report Card, learner and family portfolio assessments, employability certificates, and of course, public sentiment, and the marketplace.

**HOW WE WILL PERSUADE OTHERS TO PUT DESIGN INTO PLACE.** Our design and our process will be fully documented, with the assistance of the Education Institute, which will become a world-class education transformation institute. Our outreach strategy relies on multiple mechanisms (mass media, written materials, videos, etc.) and multiple national business and education organizations, to get the word out in pyramidal fashion, and to back it up with management and technical expertise on demand.

**CONCLUSION.** It is the year 2002. Fall River has become a "break the mold," community. Our Family Learning Centers have grown city-wide and spread country-wide. Our Education Institute is world-reknown, as a new model for education administration, facilitation and support. Ours is a learning community, and learning is a community enterprise. And we're not done yet!







**Fall River: A Break The Mold Community  
A Model for the Nation: FOCUS 21**

"...we must cultivate communities where learning can happen." George Bush, April 18, 1991

**INTRODUCTION: A History Of Innovation.** The people of Fall River, Massachusetts have responded to the President's challenge. For the past several years, we have made a concerted effort to reform and improve our schools, both to better prepare our young people for a productive life in our modern society and to strengthen our city. Although proud of our past efforts and resulting achievements, we are excited about the challenge now before us. Within the past year, we have committed fully to the goals of AMERICA 2000 and embarked on an ambitious and comprehensive community effort to bring that vision to life.

**Coalition for Excellence in Education.** Since the report of the Presidential Commission "A Nation At Risk," both the Fall River Regional Task Force, which was formed in 1974 to bring together private and public sector leaders to identify community problems and develop solutions, and the Fall River Area Chamber of Commerce and Industry have consistently that local economic development could not be separated from local public education. With overlapping memberships, including the School Department, an instant collaboration took place; thus the Coalition for Excellence in Education was established as a part of the Fall River Task Force.

The administrative policy of the Coalition is set by a Steering Committee composed of representatives of the Chamber, Task Force, and the Fall River School Dept. For nine years, Rita Moniz, Ph.D. has worked with the Task Force and now the Coalition as a consultant. She will continue her work as Project Leader under the grant. The Task Force, Chamber and School Department have each loaned the Coalition one staff person to provide support services.

**Fall River: 21st Century Leadership Summit on Education.** In April, 1991, the Coalition planned a city-wide meeting of educational stakeholders. The Business Roundtable Participation Guide was used as an organizing vehicle and over 300 educational stakeholders



representing every facet of community life were invited to attend the Fall River Leadership Conference. While the Conference was being planned, President Bush announced his education strategy, AMERICA 2000. The Coalition immediately incorporated its basic principles into our agenda, making Fall River one of the first cities in the nation to hold a summit meeting focused on the President's program for restructuring America's schools.

**Fall River: An America 2000 Community.** On June 25, 1991 nearly two hundred Fall River citizens representing education, business, government youth serving organizations, the academic community, churches, civic groups, volunteer agencies, the media and other interested organizations gathered at Talbot Middle School, where they reviewed the current status of American public education, the performance of our schools, and the goals and strategy of AMERICA 2000.

- Early Childhood Development;
- Teacher Preparation and Competencies/Curriculum Development,
- Adult Literacy and Lifelong Learning;
- School Management and Accountability;
- School Assets: Property, Plant, Equipment, Technology and Financial Resources;
- Parental Involvement;
- Social and Health Services/Safe, Disciplined and Drug Free Schools; and
- Community Involvement.

At the end of the day's work, the citizens voted unanimously to become an AMERICA 2000 community. the full School Committee formally adopted The National Education Goals, making Fall River the first AMERICA 2000 community within the Commonwealth of Massachusetts.

**Our Transforming Effort Continues.** The Working Groups have grown and continued deliberations over the past eight months. Group Leaders meet every two weeks to coordinate work and monitor progress. The Coalition held follow-up Leadership Meetings in October and again in November; Congressman Barney Frank provided a keynote address and S. Paul Reville, Executive Director of the Massachusetts Business Alliance for Education presented their legislative school reform package, "Every Child a Winner." In the October teleconference sponsored by the U.S. Department of Education, ours was the only Massachusetts community





asked to present our reform process. Thus, this proposal to design a New American School is a continuation and logical extension of our community's commitment to transforming America's schools, and an opportunity to apply our new vision of education in America.

**The City of Fall River.** Fall River is an old, industrial city located in Bristol County in southeastern Massachusetts. It has experienced a 13% decrease in population since 1975, primarily in the 20-60 age group. Many young, educated professionals, have left to find work in their chosen fields. Hundreds of well-paying manufacturing jobs have been lost in recent years with the preponderance of new opportunities consisting of minimum wage retail and service jobs. An estimated 14.8% of the city's population have incomes at or below poverty. The current unemployment rate is 11.7.

**A Diverse Urban Community.** Our community is 100% urban. It has been a major center of immigration for Portuguese families coming primarily from the Azores with a recent influx of Asians, primarily Cambodians. Most arrive with limited or no English language skills. Recently Hispanic and African-American families have also settled in Fall River .

**Demographics.** The population is not well educated. The 1980 census showed that, of those aged 25 or older: • 16.2% had only an elementary school education; • 55.5% attended junior high and/or high school but did not obtain a high school diploma; • 21.6% graduated from high school; and • only 6.7% graduated from college.

**The Fall River School System.** The Fall River Public School System operates and maintains 33 schools in the community--one comprehensive high school, four middle, and 28 elementary schools, with a total student population of 12,500. The Superintendent, responsible for the operation of the system, is accountable to the School Committee, the governing body, and to the Mayor, who chairs the School Committee. The annual budget is approximately \$46 million, with per-pupil expenditures of \$3,990, a full third less than the state average of \$6,170. The Massachusetts Business Alliance for Education proposal now pending in the state legislature recommends Fall River's proposed expenditures to rise to \$6,000. That is the figure we have used in our budget.



**The student population** presents a significant educational and social challenge.

- 40% of the school age population (5,000 students) can be classified as "at-risk;"
- 27% of students have separated or divorced parents (an increase of 7% since 1980);
- 9% were in foster homes or had one deceased parent; and
- 36% come from homes where a language other than English is spoken.

**A growing minority population.** During the past 5 years, the number of African-American students is up 82%, Asians up 261% and Hispanics up 541%. Students whose first language is Portuguese make up 28% of the total student population, an increase of 7% in the past five years. Fifteen percent of all Fall River births are to teens (1989 data) compared to 8.5% in the Commonwealth overall.

**Scholastic aptitude and achievement.** On the Massachusetts Educational Assessment Program administered in 1989-90, student achievement was below the statewide average for proficiency in the four subjects:

% of F. R.	Grade 4		Grade 8		Grade 12	
	% State	% of F. R.	% State	% of F. R.	% State	% of F. R.
Reading	84	91	71	85	74	82
Mathematics	89	95	82	90	75	84
Science	89	94	79	89	79	87
Social Studies	91	93	76	88	75	84

We must transform our community if we are to attain world class standards. Scores on the Scholastic Aptitude Test for high school students were: Verbal-376, Math-406, and Total-782. The dropout rate is currently about 30%.

**A History of Successful Innovation.** Our community recognizes the enormous challenge that we face -- not just the schools, *but all of us*. We share a common vision and **FOCUS** about what constitutes a quality education. We have a history of successful school innovation, and have made significant progress in recent years. But the pace of change has been too slow, and the types of change too timid. We know that much more is possible. This is not the first time that Fall River has been on the cutting edge of educational innovation. We were the first





Massachusetts city to purchase textbooks for public schools, the first to establish all-day kindergarten and the first community to establish community scholarship foundations. These foundations have been replicated nationally and have raised over \$20 million. We were the first school system nationally to integrate on the basis of English language proficiency and one of four cities nationally to first establish an early childhood development program using the Anisa model. We are leaders in:

- School Choice. *Ours was the nation's first intra-district choice plan based on integration of linguistic minority students.* Since 1987 parents have had choice and equity of access. Fifty percent of parents registering children in the public schools visit schools before making their choices and 39% choose non-neighborhood schools.

- Support for Children and Families, through Extended Day Programs. We offer three types of extended school day services: a program for students needing academic assistance, a parent training program in Whole Language Reading for primary grade (K-3) students and their parents, and a multicultural program for both English and non-English speaking parents and children.

- Parent involvement, through our Parent Information Centers. We established five centers in 1987 to support and inform parents about the "Schools of Choice" process and aid in the selection. Staffed by bilingual Parent Workers, the centers have expanded their services in response to parent requests and family needs. Since 1987, Parent Workers, *in addition to having registered or transferred over 6,000 students, have also served as social service network counselors.*

- Special service and attention to at-risk children, through Fall River Futures. Using a case management system, the student services center tracks at-risk students throughout the year. Depending on need, appropriate academic and/or social services are arranged by the student advocates who staff the center. "Futures" also operates two alternative classrooms, and offers students the incentive of summer employment for successful program completion.



- Safe and drug-free schools, through our Fall River Drug Free School Project.

Present in all 33 of the city schools, it is guided by an Advisory Council of 50 community members representing social service agencies and all ethnic and racial groups in the city. It operates in conjunction with local substance abuse prevention agencies, the police department, and the district attorney's office.

- Business and community involvement. A joint venture with the Fall River Chamber of Commerce since 1986, 50 school/business partnerships including a fully operational branch of the Fall River Five Cents Bank, training and employing students and serving 3,000 students and staff at Durfee High School. The goal is to have a business partner for every school adopted by 1993, not merely for cupcakes and tee-shirts, but for a viable and vital school-community link.

**Encouraging Results.** In a city vexed by double digit unemployment, poverty, ethnic immigration, and other problems common to urban America, Fall River Public Schools in the last six years have achieved some remarkable results:

- the high school dropout rate has been reduced 20% (1983: 50%, 1991: 30%);
- increased numbers of graduates are going on to college (from 49% to 64%); and
- reading and writing scores have improved on the basic skills statewide tests.

Fall River provides an excellent setting for a New Generations FOCUS 21 Campaign. Although we are economically depressed, we are not dysfunctional. Our collaborative culture, public/private sector relationships, high rates of volunteerism and community participation (the only community in Southeastern Massachusetts to consistently reach 100% of its United Way goal) and past and present educational innovation demonstrate that we have the capacity and the will to become a "break-the-mold" community. To quote our Superintendent, "We are positioned for greatness."

**A Need and a Commitment to "Break-the-Mold."** Despite our history of successful innovation, *we are not satisfied with our educational outcomes. Our efforts in the past have too much fallen into the pattern of "tinkering."* Given the momentum of our continuing work,





*we now are committed to an imperative of total transformation - no matter what it takes, no matter how long it takes - and the entire community is on board (see Appendix VII). We must stress prevention, without neglecting the current generation. We must focus on the key transitions of young people, not just from school to work, but from adolescence to adult responsibilities. We know that mere "school improvement" will not be enough to meet the challenges of the future and the world standards of The National Education Goals. Under the leadership of the Coalition for Excellence in Education, Fall River, Massachusetts is determined to develop "break-the-mold" family learning centers here and in numerous communities around the nation. But it is not enough to create "break-the-mold" schools, we must become a "break-the-mold" community.*

## **WHAT WE INTEND TO ACCOMPLISH**

We intend to develop a replicable design that will enable the city of Fall River and other communities to completely restructure their communities in order to enable all children and their families to become life-long learners and to acquire attitudes, knowledge and skills needed to contribute to a healthy society and a prosperous and sustainable economy. This can be achieved when children and their families, striving to meet their full potential, are:

- able to employ critical and creative thinking skills to solve problems and make decisions;
- technologically literate as well as literate in the traditional sense;
- good communicators with well-developed personal skills;
- able to work cooperatively with others;
- creative, flexible, self-motivated and possess a positive self-image;
- productive, able to gain satisfaction through achievement and strive for physical well-being;
- capable of making independent decisions;
- respectful of others regardless of differences; and
- aware of the rights and responsibilities of our democratic society and prepared to exercise them responsibly within their family, their community, the nation, and the world.

Our young people, in fact, all our citizens, must be equipped with the habits of the mind, and habits of the heart, that will enable us to aspire and achieve greatness.



The Fall River Coalition for Excellence in Education recognizes the six National Education Goals as the primary focus of our effort. To achieve these goals, we envision ourselves implementing the following changes in the community's learning environment.

We share a vision of a learner-centered community, a community whose environment is conducive to learning, but also one that continually learns in order to improve itself. To facilitate replication elsewhere, we will document the entire process of creating the vision, developing plans for individual school and system-wide restructuring, and implementing them, first in pilot sites and subsequently in the entire system.

Our design will create new institutional relationships within the community resulting in more cost-effective delivery of necessary community and social services to students and their families. This will strengthen and preserve family life, better help those in need, and save money.

Our design will establish high expectations for all stakeholders (students, parents, teachers, business sector) as appropriate to their role in the educational enterprise and establish the principle of shared accountability for the achievement of desired outcomes. It will also address the need for improved dissemination of information about the performance of students, schools, and all stakeholders through a specific report card or portfolio assessment for each school and suggest the appropriate use of this information to guide program planning and decision-making. *We will also develop a Fall River "break-the-mold" report card.*

Students will be able to demonstrate high level competency in the core subject areas. To do this, our team will research and appropriately incorporate goals, standards and assessment instruments from a wide variety of sources including:

- nationally recognized organizations, such as the National Council of Teachers of Mathematics, the National Council of Teachers of English, the Bradley Commission on history, the Joint Committee on Geographic Education, the American Association for the Advancement of Science (Project 2061), and the National Science Teachers' Association;
- the National Council on Education Standards and Testing recently created by Congress;
- the National Assessment of Educational Progress;







- the Massachusetts Educational Excellence and Accountability Act, and the Commonwealth's standardized testing program.

Our Design will move forward the achievement of local goals such as those adopted by the Fall River School Committee, to provide for the 21st century -

- School facilities that meet the educational needs and expectations of students and parents;
- Assurance of equal educational opportunity and access for all students;
- Support to parents in choice of schools and educational options that reflect their needs and best serve the needs of their children;
- Individual school distinctiveness in response to overall parent and educational staff involvement in the planning process; and
- Comprehensive and accurate data and information retrieval system for entire community of learners.

The design will contribute to a greater understanding of "global community" and the meaning this concept has in each learning center and its surrounding neighborhood, our city, the commonwealth, the nation, and the world. This should evidence itself in community service and civic participation, a responsible electorate and compassionate neighbors, with respect for the rights and property of others, and tolerance of and appreciation for diversity.

Finally and extremely important, the design will contribute to a needed economic revitalization of the community. Good schools and a well educated, productive workforce attract business, attract jobs, stimulate commerce, and improve economic vitality.

## **OUR VISION: A LEARNER-CENTERED SYSTEM**

**Breaking The Old Mold.** The traditional school system is centered on inputs and service providers, mostly the teachers. Great attention is paid to materials selection, curriculum design, and bureaucratic rules and regulations. Teachers are regarded as the active persons and their performance is systematically evaluated, but to little consequence. The learners are expected to be quietly passive and little attention is usually given to what they are doing, unless they are acting disruptively. The system makes little accommodation for individual differences and needs. Student



outcomes are thought to be mostly a result of innate intelligence and effort. Schools of education teach educators not only to accept failure, but to actually expect it.

**Our Vision is Outcome-Based and Learner-Centered.** Our approach to change is to draw from the past and to merge it with a new vision which expresses the noetic principle required to fuse tradition with a sense of destiny. We begin with the premise that learning must be an active, shared experience and that the system must be structured to make it clear what is to be learned and then provide the environment, the activities, the materials and resources, the time, the instruction, the support, the feedback -- everything needed to make the experience successful for each and every student. We present here our vision of how we will make that happen, told from the perspective of the learner.

### **Maria Theresa's Fall River Learning Experience Fall River, Massachusetts, The Year 2000**

My name is Maria Theresa and I am six years old. I was born in 1994, one year after my parents immigrated to Fall River, Massachusetts from the Azores. My father, Manuel, works as a seasonal landscaper and is unemployed about five months every year. My mother, Alda, stitches in one of the last needle-trade factories in the city. Both have an education, acquired in the Azores, equivalent to the traditional American sixth grade. Although they speak some English, Portuguese is still spoken in our home. My parents work hard and don't want to be on welfare. They hope for a better life for me and my three older brothers.

When my mother became pregnant, her doctor asked permission to notify the neighborhood Family Learning Center (FLC). An outreach counselor soon called my mother to explain the services offered by the Center, including: a nutrition and exercise program, a childbirth program, a parenting program, and arrangements for child-care beginning at six weeks. Learning that my parents were immigrants, the counselor also explained the availability of literacy and citizenship preparation classes.

So my mother could continue working, I was placed in the FLC nursery six weeks after I was born. I received expert and loving care from the staff, which included students from the Early





Childhood Center at Bristol Community College and people from the Grandparents Program who became like an extended family to me. My brothers were enrolled in "after-school" programs chosen by my parents from many available. My oldest brother, who was having trouble with math, became a whiz at backgammon. My middle brother, who loves gardening like my father, almost took over the greenhouse that is part of the Center's science program. My youngest brother, who is fond of cooking, learned fractions by figuring out recipes, and became the best brownie maker in the East End. We apply our learning to real world responsibilities.

My mother became involved with the Parents Council when I was about three years old. She enrolled in the Parent's Program at the Education Institute to become eligible for election to the FLC's Management Team. Her Certificate Program included training in small group decision-making, strategic planning, governance of policy-making boards, understanding local politics, and several programs about education, curriculum, learning styles, and site-based management. At the Institute she met several teachers taking courses offered by the Professional Development Program. She was surprised to encounter her factory manager who was preparing to teach after his retirement the following year. Mother was selected to participate in an Institute R & D project to evaluate the progress of the Family Learning Center programs. She worked with famous professors from important universities who were involved in *FOCUS 21*.

When I was at the Getting Ready Level, my friends and I conversed in both English and Portuguese, as the Center's bilingual program began language instruction for English-speaking children at an early age. I was learning English fine, but my friends had trouble with Portuguese and asked me to help them -- we work well in teams.

I receive regular physical and dental checkups in the clinic which operates one day each week at the Center. I also eat two or three meals a day there, depending on my family's needs. My father spends many hours at the Center during his unemployment, completing a literacy program and then an Academy Certificate (like the old GED, but personalized to each individual's needs, and well respected by business and the military). He wants to begin his own landscaping business and is acquiring business and computer skills by attending workshops at the FLC offered through



the Small Business Development Center from U. Mass.-Dartmouth. My mother is also enrolled in an Academy program, but she wants to become a teacher's assistant so her time is divided between the Academy and Bristol Community College.

Although my father studies hard, mother learns easier and faster than he does. He sometimes becomes discouraged and drinks too much. Mother recently went to an Al-Anon meeting at the Center for guidance and help with this problem.

When I was five, a young woman who worked at a bank became my mentor. She was released from work for up to four hours every two weeks to volunteer at the Center, read to the children, and meet with me alone. I would tell her "secrets" that I didn't want ANYBODY to know. When my Cambodian friend told me she didn't celebrate Christmas, I was confused. My mentor explained about Buddha and I was eager to tell my family about this different religion.

I will have the same teachers for several years. Rather than being "taught" discrete subjects, our teachers organize learning experiences that combine several subjects, provide "hands-on" experiences, and make us think. The teachers regularly participate in professional development programs at the Education Institute where they learn new techniques and ideas. When our Principal left, a Master Teacher temporarily filled-in and a retired business executive volunteered her time to help manage the FLC until a replacement was found.

My parents will become U.S. citizens in a few weeks. I occasionally attended citizen preparation classes with them and remember asking my "social studies" teacher about the Bill Of Rights. She brought up a really old movie for me to watch on the computer called "Gideon's Trumpet." I didn't understand all of it, but I told my mentor afterwards that "life, liberty and happiness were important human rights, and that people better vote." That's what my parents will be able to do soon. The Judge will swear in all the new citizens at the Family Learning Center. We will learn more all about what that means in the next several weeks. My brother, Fernando, as part of his community service project, is helping make arrangements to cater the celebration.

The results from my standardized tests just came in. Our progress reports are based on the national assessments administered by the Department of Education as part of the AMERICA 2000







program, and on an individual assessment of each student's achievement and understanding. Our parents are also assessed. Those combined assessments, known as the Fall River Report Card, post the performance of every FLC in the system. The Research and Development program of the Education Institute tracks the data and our progress. Since *FOCUS 21*, which began in 1992, significant progress has been made every year. The dropout rate at the high school is now just under 5%. The literacy rate of the population has increased at a steady five percent per year, and attendance at local theaters and concerts has increased at the same rate. Our progress -- and my family's, too -- is also demonstrated through our personal/family portfolios where we keep copies of all our individual and family projects and other work.

All parents in Fall River may choose which of the four intermediate level learning centers their children will attend. That will be difficult for me -- the choices are all high quality. I visited them with my family to choose one for my older brother. One Intermediate Family Learning Center has a micro-society based curriculum; another is a technology-based center; another emphasizes applied skills in arts and crafts; and still another is an international learning center. When we visited the technology-based center, I was intrigued by the Columbus project. Four students were talking with the teacher about the assigned group reports on Columbus' life and times. The students used the multimedia station in the room, located and loaded the GTV videodisc, and opened "Showmaker." They quickly completed a search on the word "Columbus," and watched one of the video clips which they found. They expanded their search to include "Spain" and "New World". Then they divided up their work, each assembling a portion of the group presentation.

I am interested in attending college. One brother is about to enter the Academy (formerly known as the high school). Having overcome his analytical skills (math) problem, he will attend the Technology Program and is interested in construction engineering. He will spend a good deal of time at Bristol Community College. When he receives his diploma, his skill level will be equivalent to what was called an Associate's Degree back in 1990.

It is now the year 2040. I still live in Fall River, Massachusetts. My first job was with the National Geodetic Administration which established its New England branch office in the city



because of the caliber of entry-level workers. I teach in a learning center and direct the Fall River Cultural Center. I have just completed my fifth term on the Fall River City Council and, although I am very busy, I serve as a mentor and advocate at the FLC near my home. My two children attend the nearby University. They learn through interstellar quark discs, and laugh when I tell them about our fiber optic network. One brother has just been awarded the contract to build a new learning center. Another brother owns one of the finest restaurants in the area, which specializes in Portuguese cuisine. My third brother works with my oldest brother and is the landscaping engineer on his construction projects.

Fall River has become a "break-the-mold" community, a world model for education. Our Education Institute is world famous -- as a new model for education administration, as a leading teacher (learning facilitator) preparation institution, and as a community enterprise, where business and labor, government, parents and families all share responsibility for our children's education. The median education level in Fall River has increased from 9.3 to 13.5 years during the last five decades. Six fortune 500 companies have located branches in the city. Things have definitely turned around. And our community continues to change, improve, grow, and flourish.

**OUR BASIC CONCEPT: FOCUS 21** This is a proposal to develop a design not only to completely restructure the school system, but the *growing up experience*. While learning is at the center of what we intend to do, our vision embraces and transforms the entire community and virtually all its human service provider institutions. As illustrated in the above vision, we are approaching this from the perspective of the learners, rather than the service providers. That critical shift in viewpoint is our new paradigm, our new **FOCUS** for the 21st Century. It will be institutionalized in our community so that responsive change is a continuing process.

**A Two-Part Design.** The initial phase of our design transforms four of Fall River's elementary schools into Family Learning Centers (FLCs) that will comprehensively serve the instructional, developmental and social needs of young children and their families. In time, the FLCs will include all schools at all levels throughout the city. Support for the Family Learning







Centers will be provided through a city-wide Education Institute that will replace the traditional administrative structure of the school system, with a unique research and development capacity that will inform and support the FLCs.

**The School As Family Learning Center.** The Family Learning Center will provide all necessary services, far beyond strict academics, to ensure that urban youth learn successfully.

- The center will coordinate health, nutrition, social, and parent education services -- from public and private agencies -- to ensure their accessibility to enrolled families. Center services will begin pre-natally and continue throughout the school years.

- Providers of day care, pre-school, after-school, and regular school programs will collaborate to ensure that all enrolled families have access to high quality early childhood learning and to ensure that their philosophy, curriculum, and delivery provides continuity for the learner, day-to-day and year-to-year.

- The Center will offer a rich curriculum based on validated, current research and supported through rigorous staff development. Progress will be monitored, assessed at specified benchmarks, and tracked against world-class achievement standards.

- Governance of each FLC will be through shared decision-making involving staff, parents and community.

**Sites Selected.** One elementary school in each of Fall River's four public education zones has been selected to be transformed into a Family Learning Center. These schools represent different neighborhoods demographically, include children with bilingual and special education needs, are close to public housing, and have land around them for expansion. These schools were designated Early Childhood Development Centers in our comprehensive building needs study developed by the Task Force. The Ganbatte Report (1990) (Appendix X) envisions the present physical plant as inadequate. The rehabilitation designs include a modular "pod," an intact addition which can be attached to the side or underneath of buildings in congested urban areas. These pods contain the physical space needed to support the social services, parent centers, training, planning areas, community space, etc., required by the Family Learning Centers.



**Schedule.** The Centers will operate six days a week, twelve months per year. The building will open at 6:30 A.M. to 9:00 P.M. Learners and teachers will spend from 8:00 A.M. - 3:00 P.M., Monday through Friday, in the Basic Learning Program, beginning September 1 and continuing through July 15. Extended Day (coaching) Learning takes place from 3:00 P.M. to 6:00 P.M., Monday -Friday, and 8:00 A.M. to 12:00 P.M. on Saturdays. Community activities take place from 6:00 P.M. to 9:00 P.M. The Saturday and August learning includes child care, homework centers, and "Club" activities such as apprenticeship, community service, leadership development and training and the like. One Friday and Saturday each month, all teachers and the principal from each site attend the Education Institute on a rotating basis. Eight Teacher Interns, properly trained through the Institute, act as "substitute teachers" on that Friday at a particular site. Teacher Assistants are also trained at the sites by the Master Teacher (one per school). From July 15-31, teachers are required to attend the Education Institute.

**The FLC as Total Family Support Center.** Learning does not take place in isolation. The Family Learning Center acknowledges the lamentable demise of the nuclear family, and thus becomes an extended family. Traditional schools have long performed these duties ad hoc. Because they are not formally institutionalized and funded as part of the schools, these duties have invaded and supplanted the curriculum to the detriment of the learner. The Family Learning Centers will incorporate these responsibilities into the overall design.

As the focus of all supportive and social services, the FLCs will be linked through a computer network via fiber optic cable to all relevant agencies. Some services like health/dental exams will be conducted on-site and other services will be available off-site, on referral. For example, eventually we may operate a 2-4 year old learning program at Charlton Memorial Hospital or at the Aetna Insurance Company (two of our largest employers). All children prior to five years of age will be prepared to enter the learning program. Centers will be linked to the Boyd Center Early Childhood Development program and Head Start so that more children than those attending the initial Family Learning Centers will be served. Our youth serving organizations (Library, Scouts, Little League, etc.) will be coordinated through the Centers.







Linkages and service coordination will be arranged through the FLC, so that referrals of children and families will not be between agencies but to services within the FLC. Educational, care, social-emotional, and health services in varied sites throughout the community, will be provided to child and parents in a unified way, staffed by personnel jointly funded by relevant agencies.

**The FLC As Focus for Coordinating All Educational Programs.** The FLC will ensure continuity among all community education providers and thereby continuity in the educational life of the child and family. Changes in society have resulted in much discontinuity for children, and this is especially true in cities like Fall River with many high risk youngsters. Parents, babysitters, day care centers, pre-school programs, afterschool care, social services, health care providers, and the school system each play a part in the life of a child, during any one day. From the perspective of the child, this well-intentioned network of services often translates into an array of stressful changes and conflicting expectations.

We address this discontinuity by forming close ties with the family as the center of the child's experience. Parent outreach and involvement have become increasingly important. Community linkages help provide better coordinated services and avoid wasteful duplication of effort. The pioneering nature of the Family Learning Center is that it addresses discontinuity by seeking totally different relationships -- organic, rather than constrained. The FLC will not be narrowly a public school seeking to connect with other stakeholders in the community; the stakeholders will create and govern the FLC. The curriculum of the FLC will specify not only what the teacher will teach, but also what is offered by all other education providers, including programs, parents, and members of the community. The curriculum will be designed by the FLC in conjunction with the Education Institute.

**Parents as First and Most Important Teachers.** A progressive effort, beginning prenatally, and continuing through the school life of the child, will develop parents as the first and most important teachers. Parents will know they are part of the curriculum and that success depends upon their involvement. Outreach will include personal contact and programs developed



for cable TV. Classes in literacy, knowledge of the curriculum, and job and life skills will be offered. The community college, library, and businesses will extend adult learning opportunities.

**FLC Curriculum and Instruction.** While the design team will provide specifics on the Family Learning Centers' curricular approaches and goals, the overall philosophy and direction has been determined by the work of the sub-committee of the Coalition for Excellence in Education. Two governing principles apply: First, FLCs will provide everything necessary for every child to learn to full potential and to leave school well-equipped for adult life as a productive worker and responsible citizen. At the same time, our approach will set high expectations for families and students to understand and assume responsibility for the role they play in their own learning and success in life. This approach of high expectations, high content, and high support for families and children is seen in all aspects of our FOCUS 21 Campaign.

Learners will become active constructors of knowledge rather than passive recipients of information. Eventually, they will help shape the curriculum as they help decide what they need to know for their life and career goals, how best to learn, and what is needed. Learners will increasingly rely on their own internal and external resources as learners, gradually needing less support from the FLCs. As they mature, these students will become the active, involved citizens giving support and direction for the education of the next generation of young learners.

The educational component will begin early, with aggressive outreach for families of infants and toddlers. Parent-child literacy, creative play, and language development programs will be offered along with parent workshops on child development issues. A minimum 1/2 day pre-school program will be provided for all 4-year olds and for at-risk 3-year olds through the coordinated efforts of all care providers. There will be a commonly agreed upon, developmentally appropriate curriculum consistently used for all pre-school through school-age city programs.

Class sizes for school-age children (5 years and above) will be reduced from the current average of 26-30 to an average of 18 in Kindergarten and 22 in grades 1-2. All K-2 classes will have a trained teacher assistant.







Classes will feature full integration of all children, including all identified special needs children, in heterogeneous learning groups of one age level. Early labeling of children, long-term remedial placement, and retentions will be avoided. *It will be assumed that all children can learn at high levels* in a range of areas and that cultural disadvantages and even organic disabilities can best be overcome when children are in the mainstream. Individuals will be carefully monitored, through portfolio assessments, and through temporary, flexible (sometimes multi-age) groupings by interest or ability. Short-term, intensive interventions, such as the Reading Recovery program, which focus on returning the child to the mainstream, will be emphasized.

The curriculum for each stage will be designed jointly by staff and parents of the FLC and by the Education Institute. No major undertaking to develop new curriculum for this model is proposed. Rather, we will access and adapt national and international models that have been, or are being developed to produce world class standards of achievement. Certain curricular emphases and delivery methods will be central to the initial curriculum design followed by the FLCs. These are summarized here:

- **Overall, our design will emphasize Student as Learner, Teacher as Facilitator.** Teaching by simply telling is an obsolete practice that must give way to instructional strategies, such as cooperative learning that emphasize higher-order thinking skills and engage students in creative thinking and active problem solving. Students must be viewed as the learners and teachers as facilitators of the educational process. All teacher preparation and development programs must be based on this concept.

- **The Curriculum will be Integrated.** The curriculum must engage students in active, rather than passive learning and provide all students with hands-on experiences in solving real community problems. All aspects of the curriculum must be integrated so that students learn concepts from a variety of perspectives. According to Shoemaker (1989), an integrated curriculum cuts across traditional subject-matter lines; it brings the various aspects of the curriculum into meaningful associations with one another by focusing on broad areas of study; and it facilitates holistic learning experiences which more nearly reflect the real world. To various degrees, the



following elements will be part of the integrated curriculum: • Whole Learning; • Cooperative Learning; • Resource Based Learning; • Hands-on Instruction; • Inquiry Learning; • Critical Thinking; • Problem Solving; • Heterogeneous Grouping; and • Peer Coaching.

• The curriculum will address the **five core areas, of English, math, science, history and geography** through nationally and internationally validated approaches:

- In English, an integrated language arts approach, based upon models developed in New Zealand and refined in numerous research projects will be used. This approach stresses natural language learning in conjunction with a strong emphasis on skill development.
- In mathematics, the standards developed by the National Council of Teachers of Mathematics will be used as a framework, with design and implementation of the curriculum guided by resources of universities and research projects identified by the FOCUS 21 Design Team.
- In science, the curriculum developed by local staff with assistance from the National Science Resource Center will be further developed and extended through involvement, ongoing and anticipated, with projects funded through the Title II/Eisenhower Grant program, including Reach for the Stars, and through the National Science Foundation. Significant local resources, such as the Educational Development Center, the Lloyd Center for Environmental Studies, and the Audubon Society have also been involved.
- In history, geography, and civics, the curriculum will integrate national models such as the frameworks of the National Council for the Social Studies and the Bradley Commission on History in the schools. Relevance to the needs of the local community, the state, and the nation will be emphasized.

• The curriculum will include the **five competencies described in the SCANS report and the sixth competency proposed by the Coalition's Curriculum Committee**. These include:

Resource competency: identifies, organizes, plans, and allocates resources;

Interpersonal competency: works with others;







Information: acquires and uses information;

Systems competency: understands complex interrelationships;

Technology competency: works with a variety of technologies; and

Liberal arts competency: develops an appreciation of those things that have intrinsic value and add richness and meaning to life.

- The curriculum will **focus on student outcomes** to assure that graduates have the necessary thinking, writing, speaking, listening, decision-making, problem-solving, critical thinking, creative thinking, computer, interpersonal, and information gathering skills to function effectively in our society of the future.

The restructured curriculum will be based on **competency levels** rather than traditional grade levels. The proposed curriculum structure is based on the state of Oregon's Educational Act for the 21st Century. The six levels are: early childhood, mastery level 1, mastery level 2, mastery level 3, mastery level 4 (Certificate of Initial Mastery), and mastery level 5 (Certificate of Advanced Mastery). Competencies based on the recommendations from the SCANS Report will be developed for each level. Once a student has mastered all competencies through level 4, he/she will be awarded a Certificate of Initial Mastery. This certificate guarantees the Fall River community and others that the student is ready to select and pursue an appropriate specialization (career or college preparation). Once a student has mastered all the competencies of his/her specialization, he/she will be awarded a Certificate of Advanced Mastery. This certificate guarantees that the student is ready for his/her specialized career or advanced studies.

Students will progress at their own pace, advancing academically only by mastering the required competencies in each level. They will be grouped by age for social reasons and academically based on their progress through the required mastery levels.

The purpose of **Level One (Early Childhood)** is to bring all children to their highest potential for future learning. The social and economic inequalities that put many children at a disadvantage will be eliminated/minimized through a comprehensive and proactive approach that provides each child with all that is needed for success. Of key importance will be two features of



the FLC described elsewhere; *comprehensive family support services, and continuity of curriculum* within and between public and private preschool, school-age, and daycare programs.

After the Early Childhood stage, each stage is two years of study. The two-year model is essential to achieving the dual goals of quality and accountability in the educational program. Rigorous benchmarks (outcomes) for each level will be set. A two-year span, with interim checkpoints will ensure that significant growth and knowledge is nurtured, developed, and internalized over time.

Each level will be defined by an encompassing goal that fits both the developmental level of students and the needs of this level of their educational program. This goal will give each stage its special character in the eyes of students, teachers, and parents, will focus the curriculum on all disciplines, and will provide a focus for assessment.

The goal for Stage 3 (grades 5-6), for example, will be to ensure students have needed skills for independent learning as they make the transition from elementary to middle school (to adolescence). The two-year emphasis will solidify students' previously-nurtured, emergent abilities to acquire learning on their own. Content in all disciplines will focus on such areas as study habits; finding, summarizing, and reporting information; working collaboratively to solve problems; and recognizing and pursuing personal interests. Other stages will be defined by similarly focused goals. Stage 6, devoted to preparation for life and career, for example, will provide intensive study in preparation for work, further technical training, or college and will also structure students' community participation and service in preparation for a rich civic, cultural and intellectual life.

**Site-Based Management.** All Family Learning Centers will be managed on a site-based model. Fall River is currently involved in a grant supported project to develop a site-based model. A working group of the Coalition is involved in the process with Digital Corporation providing the technical expertise. We anticipate exploring the possibility of moving the model beyond the usual issues of decentralization, independence, and teacher and parental involvement to include other possibilities of governance, e.g. that a business carry responsibility of all of the center's







"business" functions.. A prerequisite to serving on the Management Council will be completion of the appropriate program sponsored by the Education Institute. The Institute will offer a strategic planning course and courses in Demming's total quality management for all its participants.

**Facilities and Equipment.** All Centers will be technologically equipped appropriate to their program. It is anticipated that while some modification of plans will be necessary, the Ganbatte Report, attached as Appendix X, will provide the basis for building rehabilitation and reconfiguration. *All schools are currently being wired for fiber optic communication under a new contract with the local cable television company.* A computerized maintenance program will be developed for each center and some ancillary solutions will be implemented as per the Ganbatte Report, e.g., the capital outlay revolving account. Our plan calls for eight computers per class, one for every three students. Each classroom will be connected to the Education Institute via modem.

**Phased-in implementation.** Implementation of the Family Learning Center concept in the first year will be limited to the Pre-K through grade 2 levels, with extension into grades 3-5 following in subsequent years. During this time, these "pilot" FLCs will also serve as resource centers to support the adoption of the FLC model in all other schools in their zone, including the middle school. To make cost-effective use of resources, the original FLCs will eventually coordinate the delivery of family support and other services to all schools within their zone. The goal is full implementation of the FLC model in all elementary schools in ten years with implementation at the four middle schools and high school to begin with the assistance of the Education Institute, at the end of this five year period.

**Networking and collaboration** between the Centers and the business community will be comprehensive including mentor/advocacy programs, consultations regarding site-based management and other programs. Higher education institutions will be linked both by providing an opportunity for interning and also for teacher development. Parental involvement will include adult literacy, parenting training, homework centers and hotlines, and involvement and training in site-based management.



## **THE EDUCATION INSTITUTE: A *Revolutionary Concept***

An Education Institute will provide support for the Family Learning Centers. *The Education Institute will, in effect, replace the central administrative structure of the present School Department.* The intent of the Institute is to adapt the same philosophy of the class room, i.e., that the process should be one of *facilitation and support* rather than enforcement. The Institute will be responsible for several different but inter-related programs -- professional development, curriculum, community involvement, institutional integration, research and development, technological advancement, dissemination, and administration. *The Superintendent of Schools, through the Office of Instruction, will oversee the Education Institute and work collaboratively with the Coalition, in developing programs of the Institute.*

The concept of the Education Institute is a revolutionary one for restructuring the traditional functions of central school administration. One of the exceptional qualities of our campaign will be this model for achieving total community involvement through capacity building and coordination of essential central activities. We will work through territorial issues, regulations and waivers, training needs, and other matters that arise. What distinguishes our proposal is not the separate elements of curriculum, family support, etc., but the way they are newly integrated, mutually supportive, inclusive of the whole community, and forward thinking. Our program is based on solid, proven approaches, and our educational plan will incorporate elements found in current research and in other model programs. But, with the Coalition's broad base of support and our substantial progress to date, our unique design involving the FLCs and Education Institute will provide a unique opportunity to become a "break-the-mold" community, showing others the way.

### ***COMPONENTS OF THE EDUCATION INSTITUTE***

**Professional Development**, will be a major responsibility of the Institute. Coordinated by the present Director of Instruction, this section using internal resources and outside "experts" as needed will train teachers, administrators and other personnel (custodians, cafeteria workers, etc.). School Committee members will also receive training, modeled on the Congressional Orientation conducted by the JFK School at Harvard University. The curriculum will bring personnel up to







speed in terms of the early childhood curriculum and other needs dictated by the configuration and program of the Family Learning Center.

**Curriculum Role and Pedagogy.** In the curriculum design, the Education Institute will ensure that the system identifies and adopts curricula able to bring students to a world class level of achievement. In its research and development function, it will prepare all parts of the community for full participation in establishing curriculum for the city. Through such means as public seminars and discussion groups, teleconferences, sponsorship of speakers and consultants of national importance, and on-line information services, its research facility will provide the schools and the broader community with access to comprehensive information about curriculum projects and promising practices on the local, state and national level. It will nurture creation of an informed community of public and private educators, parents, students, business people and civic leaders. Working through these knowledgeable stakeholders, the Institute will coordinate development of city-wide goals, objectives, and outcomes for education. The process will not be static, but will involve on-going information dissemination, evaluation, and revision.

The curriculum and pedagogical plan designed by the Institute will be a framework establishing outcomes to be achieved and assessed in all FLC's. Within this framework, however, staff and parents of individual schools will have latitude to design site-specific curriculum defined in relationship to the city-wide plan. The Institute will be a resource for these efforts.

**Parent Involvement.** The Parents Program will be responsible for upgrading parents' skills for involvement both with their children and the site-based management plan. The Institute will offer training in: parenting, homework assistance skills, adult literacy, small group decision making, strategic planning, governance and other issues as needed to facilitate their full involvement in the reform effort. *Individual family contracts between the Family Learning Centers will be required.* The Education Institute helps families fulfill these responsibilities. For example, if an Individualized Family Plan requires two hours per month of reading to pre-schoolers, the Education Institute will train the adults to read to children. Parents will continue to staff the Parent centers which will provide locus for institutional integration (see section below).



**Business Involvement.** The Institute will help business prepare for participation in site-based governance and in school programs, like reading and life skills programs. It will provide training and orientation for business volunteers who serve as mentors and advocates for the children and provide opportunities for alternative preparation for teacher certification as a prelude the Professional Development Program. As they recognize the value of a world-class learning community, our businesses will be active partners and advocates for our learning centers and learners; they will also provide opportunities for apprenticeship and community service. In our community, every child will have a mentor.

**Institutional Integration.** The Institute will help facilitate the integration of social services in the broadest sense, including family service organizations, and other resources with the Family Learning Centers curriculum. All youth serving organizations in the community will be coordinated through the learning centers, and the types of youth services that will be available will include, but not be limited to:

- Sexuality, substance abuse, child abuse and neglect, court intervention/custody issues, psychiatric issues;
- Community service programs like food stamps and welfare;
- Youth and family services like Scouts, Little League, YMCA, AlAnon, GED classes, etc.

**Research and Development.** The Research and Development Section will assist Centers with curriculum reform and development, conduct research to discern and distill good ideas, manage the institutional data base, monitor progress on the Community Report Card, and measure changing community attitudes. This section will also assist with individual and family assessment procedures like portfolio evaluations, and monitor progress toward the national tests and world class standards set by the U.S. Department of Education and other standards evolving from the current reform package before the Commonwealth's legislature.

**Dissemination.** The Institute will play a major role in the nation-wide dissemination of information about the Fall River design and in supporting communities who wish to adapt it to their school system. This is described in greater detail in the last part of this proposal.







**Administration.** The Superintendent of Schools will manage personnel involved with the following: building maintenance, fiscal monitoring, redistribution of private/public resources, and personnel administration. Specific responsibilities not covered by the site-based model and matters which require centralization will be determined during the design phase.

**The School Committee.** The role of the elected School Committee would remain intact and conform to the laws and regulations of the Commonwealth. It will also play a major role in the adoption of system-wide goals and standards for student achievement and the assessment of system-wide and site-specific performance. Various members of the School Committee are active in the Coalition's work to date.

**Waivers Needed and Anticipated.** No change of this magnitude can be contemplated without considering the obstacles of rules, regulations, contracts, and law. If we are to truly break-the-mold, many waivers must be sought and granted. This includes exceptions to the teachers' contract which would involve the Fall River Educators' Association, the Fall River Administrators Association, and the custodial and teacher assistants' contract. In addition, certain waivers from the State Department of Education must be sought for extended school day and school year. The School Committee will need to change certain policies, at least as they pertain to the Centers' governance. We acknowledge that during the interim, parts of the system may operate under different policies than the Centers, thus creating a difficult but not insurmountable situation for the central administration and the School Committee. We know that special legislation may have to be enacted and are pleased that State Representative, Edward Lambert, a member of the House Education Committee, is also an active member of the Coalition and a leader on Massachusetts School Reform. State Senator Norton has also participated in Coalition activities.

Our vision will necessitate negotiations with various community organizations, such as hospitals, clinics and social service agencies, to coordinate their activities with the Family Learning Centers. Many innovative programs already in place in the Fall River School System have required waivers from traditional policy.



**On-Going Community Involvement.** The current reform effort underway in Fall River and the development of this proposal is the result of broad community involvement through the Coalition for Excellence in Education: Fall River 2000. In addition to providing for broad involvement at the school site through the site-based management system, this proposal will institutionalize system-wide involvement in the workings of the Education Institute. The intent is to establish mechanisms through which our community takes control of all aspects of our school system, not just to hold it accountable, but to provide on-going direction and support.

### **MILESTONES FOR DESIGN TEAM**

**Aug 1            Organizational Development**

- Renovate business offices and Education Institute; • Hire staff; • Plan agenda for staff and Institute; • Establish process goals and objectives; • Revise business plan; • Establish Design Team and Agenda.

**Aug 15          Design Team established the Family Learning Centers**

- Curriculum Development - Early Childhood; • Integration of Social/Supportive Services; • Building Needs Process; • Site-Based Mgmt Systems Devel.; • Adult Literacy Devel.; • Community Involv Devel.; • Assessment/Evaluation Design
- Hire architect

**Sep 1            Establish Education Institute**

- Develop agendas for teacher training, parent training, administrators' training, mentor training, EduCorps

**Staff/Innovative Schools (Peter Senge) Assesses all work-in progress monthly**

**Sep 15          Sign Contracts**

- Negotiate waivers on regulation and union contracts; • Teachers sign new contracts with FLC; • Negotiate individual contracts with parents; • Negotiate new contract with Superintendent; • Design and Implement Marketing Plan

**Nov 1           Construction RFP's processed**

**Jan 1           All training programs implemented**





- Feb 1            Construction begins**
- Sep. '93        Phase II Implementation of all programs**
- Sep. '94        Implementation continues, inclusion of 9 year olds**
- • Design of 10-14 year old FLC;
  - Production of national plan
- Sep. '95        Implementation continues**
- Design of replication/dissemination model; • Implementation of national plan
  - Implementation of 10 year olds; • Implementation of all continues

## **THE FALL RIVER DESIGN TEAM**

### **FOCUS 21 Design Team Principals**

Unless noted otherwise address:        **Coalition for Excellence in Education,  
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**Correiro, John R., Superintendent F.R. Public Schools since 1980; M.A. University of RI; Member of IMBEC a Project of CSSO; 417 Rock St., FR MA 02720; (508) 675-8443.**

**Cross, Peter, President FR Educators Association; 21 yrs teacher in ECD; M.A. Bridgewater State; (508) 679-4392.**

**Desmarais, Armand, Prof/Chair Dept. Educ. UMA-Dart.; 20 yrs. educ consultant; Ed D. Nova Univ.; post-doctoral Harvard; UMA, N Dartmouth MA 02747; (508) 999-8000.**

**Fyock, Jack, Mgr. Statistics Process, J & J Corrugated (Georgia Pacific); former Prof. Political Science, UMA-Dart; expert education administration; Ph.D. U. Conn; (508) 679-2151.**



**Greer, David**, Dean Med. School Brown U; founded first hospital-connected public housing facility; Nobel Laureate; M.D. U. Chicago; Brown Univ., Providence RI 02912; (401) 863-3330.

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**Moniz, Rita**, Prof. Political Science, UMA-Dart; Exec. Dir. FR Task Force, 9 yrs; Coalition Exec. Dir.; former City Council; 1st VP YWCA USA; Ph.D. Brown Univ.; Project Leader.

**Motta, Janice**, Dean Cont. Studies Bristol Comm. Coll.; Consultant US Dept. of Ed.; Doct. Cand. UMA-Amherst; Cert. Mgmt. Harvard; BCC, 777 Elsbree St., FR 02720; (508) 676-8211.

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**Paul, Julien**, Pres. Computer Security Systems; Pres. FR Task Force; Co-Chair Coalition Excellence in Education; former UMA-Dart. Board; B.S. UMA-Dart; (508) 679-3037.

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**Sullivan, Bernard**, Editor, FR Herald News; B.A. St. John's Seminary, Boston College; 208 Pocasset St., FR 02720; (508) 676-8211.

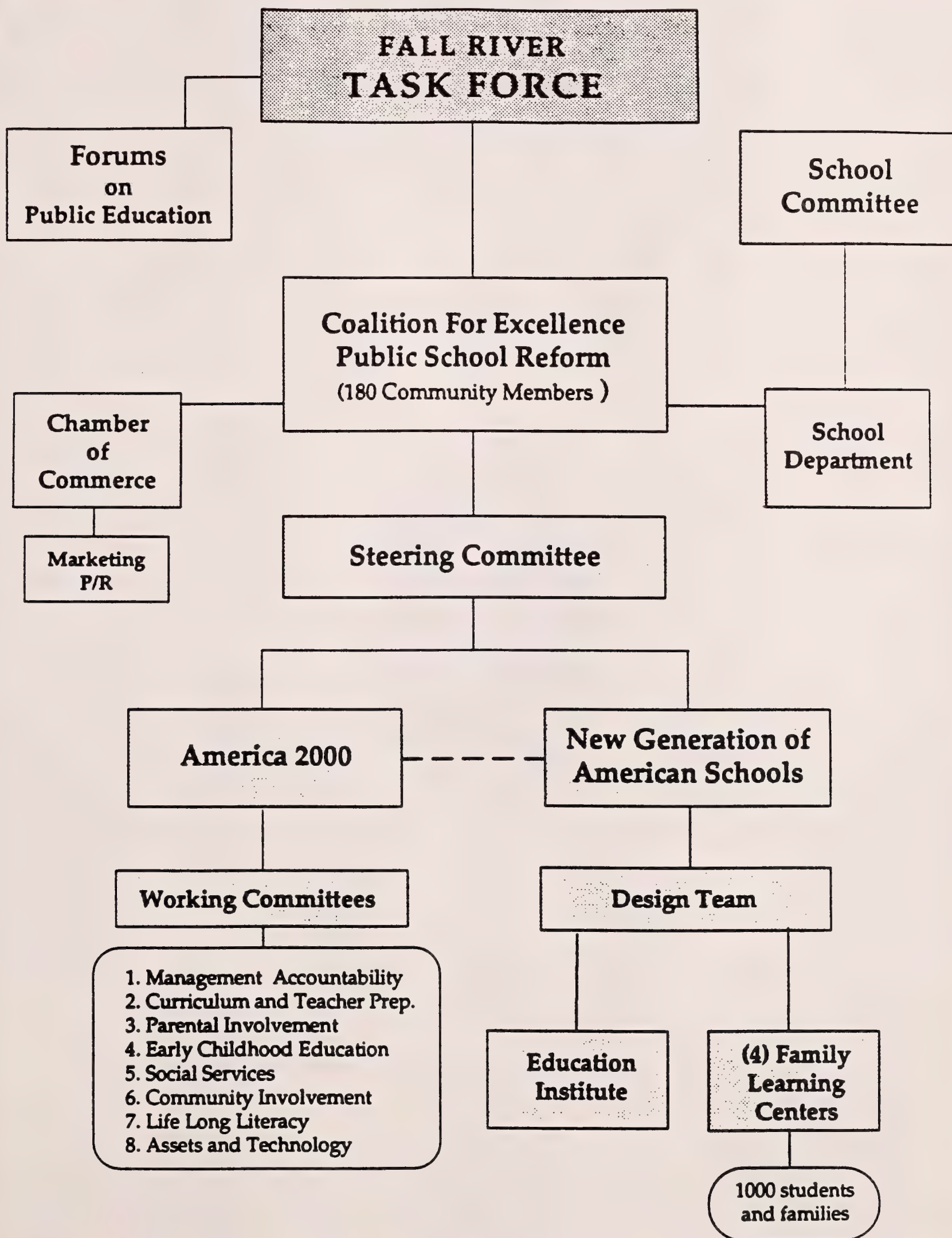
**Wallace, James**, Dir. Choice Prog./Equal Ed. Opp. Plan. FR Schools; research/plan. specialist; M.A. Bridgewater State, 64 Durfee St. FR 02720; (508) 675-8367; Key School Dept. Personnel.

## **OTHER DESIGN TEAM AFFILIATIONS SEE BIOS APPENDIX II**

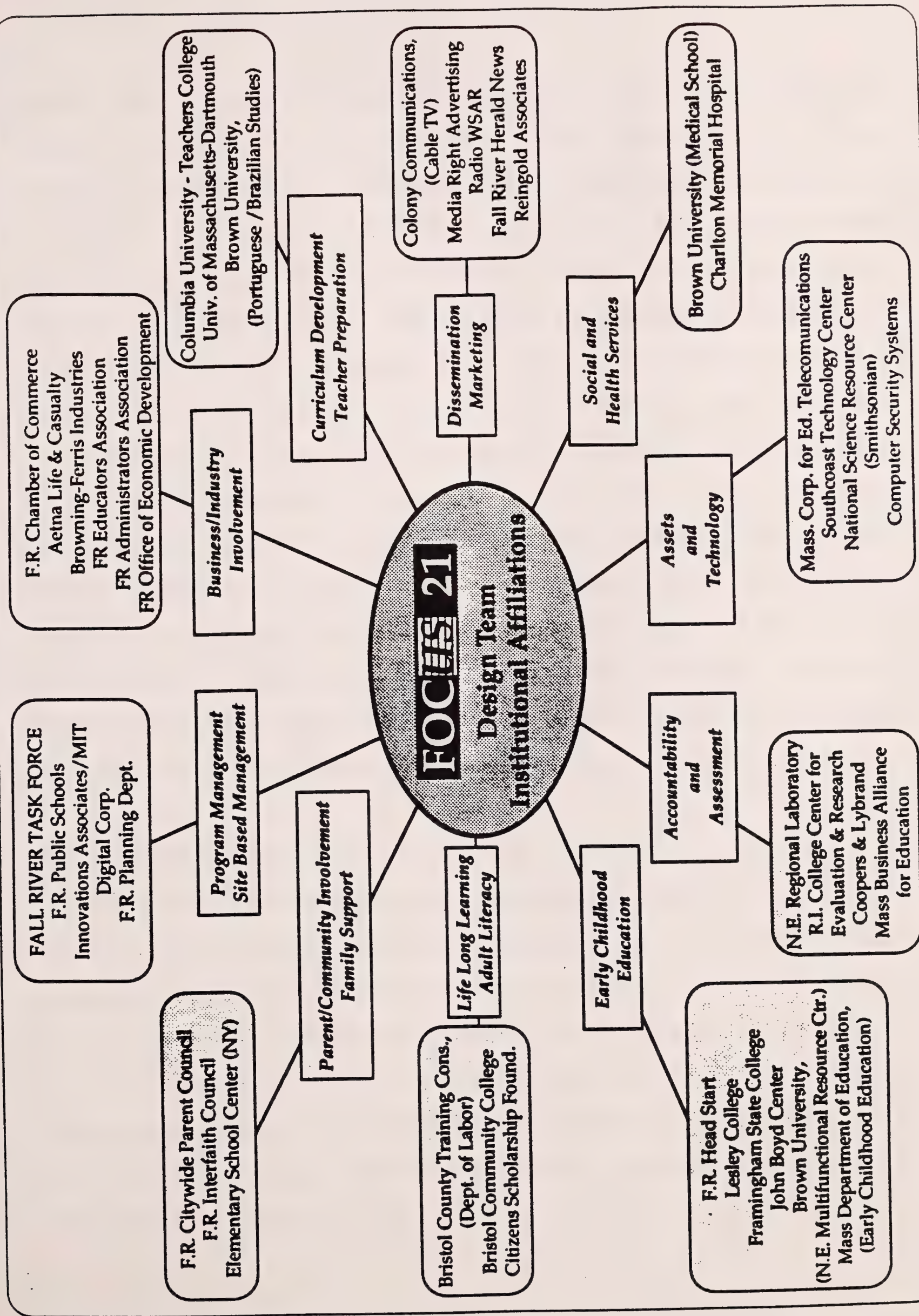
**Aetna Life and Casualty**, Joseph D. Gorman; **Bank of FR** John R. Hubbard; **Bristol Community College**, Pres. Eileen Farley; **Bristol County Training Consortium (DOL)** James Calkins; **Browning-Ferris Industries**, Robert W. DeRosa; **Brown University**, **New England Multifunctional Resource Center**, Adeline Becker; **Charlton Hospital** CEO Frederick Dreyer; **Citizens for Citizens**, Mark A. Sullivan; **City of Fall River**

















Planning Dept. Dan DeCarlo; Colony Communications, Thomas. O'Grady; Columbia U. Teachers College, Josué González; Computer Security Systems, CEO Julien Paul; Coopers & Lybrand; Digital Corporation, Joseph Carreiro; Elementary School Ctr, Allan Shedlin; FR Chamber of Commerce, Thomas Murray; FR City-Wide Parents Council, Robert Edward Pearson; FR Interfaith Council, Rev. Don Meir; FR Off. Economic Development, Loretta George; FR Public Sch., Fernando Goulart; FR School Committee, Patrick J. Foley; Feitelberg Co., Joseph H. Feitelberg; Framingham State College, Joseph Caruso; Innovation Associates, Sherry Immediato; Lesley College, Pres. Mgt McKenna; Mass Business Alliance for Education, Paul Reville; Mass Corporation for Ed. Telecommunications, Inabeth Miller; Mass Dept of Education, Early Childhood Division, David S. Thomas; Media Right Advertising, Nancy Simeone, National Science Resource Center/Smithsonian; Quaker Fabrics, Cynthia Gordan; Reingold & Associates, Janet Reingold; Rhode Island College for Evaluation & Research, Robert Carey; Somerset Schools, Betty Calise; Southcoast Technology Center, Martin Huntley; UMA-Dart, Pres. Joseph Deck; WSAR, Mgr. Paul Gelzinas; Kenneth S. Duarte, Broadcasting Consultant; Arthur DeAscentis, Esq.

## **SUPPORTING RESEARCH, EVIDENCE AND THINKING**

The development of this proposal has occurred within the context of the current nation-wide discussion regarding the transformation of our nation's schools. Our vision encompasses much of the thinking, many of the reports, and the views and ideas of various experts regarding how our communities can meet the challenge before us. We have not chosen to focus on any one of these exclusively, but have drawn on many to develop our own vision and ideas for providing the best possible educational opportunity for our children as well as the adults of our community, for learning must truly be a life-long activity. Ours is an eclectic model which packages potential positive outcomes in a new configuration.



**Reform Initiatives and Organizational Reports.** We have adopted and endorsed AMERICA 2000, the strategy outlined in the President's program. Our purpose is to achieve the six National Education Goals and to use the four-part process set forth in the national strategy: We consider the elements of education reform identified by The Business Roundtable as the components necessary to provoke the systemic change that will achieve the national goals. Simple school improvement is not enough. We have in our proposal challenged the school structure with which we are so familiar according to the following concepts.

The new system will be committed to four operating assumptions: that all students can learn at significantly higher levels, we know how to teach all students successfully, curriculum content must reflect high expectations for all students, but instructional time and strategies must vary to assure success, and every child must have an advocate.

The new system is performance or outcome based.

Assessment strategies must be as strong and rich as the outcomes.

Schools should receive rewards for success, assistance to improve and penalties for failure.

School-based staff have a major role in making instructional decisions.

Major emphasis is placed on staff development.

A high-quality pre-kindergarten program is established, at least for all disadvantaged students.

Health and other social services are sufficient to reduce significant barriers to learning.

Technology is used to raise student and teacher productivity and to expand access to learning.

In its publication, "A Blueprint for Business on Restructuring Education," the National Alliance of Business identifies five components of school restructuring that we consider vital to our project.

- School-based Management: operating based on the principles of shared decision-making and participatory leadership at each school among its professionals--teachers, school staff, and administrators--and the community, parents, business and others.
- New Professionalism: providing additional support and incentives to increase professionalism among those who teach and administer. This includes new career







opportunities, recognition, better training, and participating in institutional decision-making.

- Curriculum and Instruction: revising and rethinking what is taught and how it is taught. We have embraced this component with an outcome-based learner-centered approach.
- Accountability: developing methods for measuring attainment of goals and objectives, both for student achievement, and management performance. It is important that the measures and standards are performance-based and useful in guiding decision-making, i.e., result in changes in organization, curriculum, instruction, roles and responsibilities, or services.
- Linking Education and Social Services: integrating education and social services, recognizing the fact that schools have become more than just a place for education. Children and their families must be aware of and have access to a broad array of social services.

We also recognize the importance of advocacy as an essential element in any education transformation. Through the Coalition, we have engaged leaders of the Fall River community in developing a common agenda and shared vision that will translate into the support necessary to change policies and structures of our institutions, schools, social service agencies and others. Our design will document this process to facilitate its replication in other communities.

The Massachusetts Business Alliance for Education (MBAE) has developed a legislative reform package entitled "Every Child A Winner" (see appendix XI) to guide the development of public policy within the Commonwealth to facilitate the restructuring of education. The title, of course, states a goal we all endorse, but the program offers real support necessary for the successful implementation of our vision. Among the MBAE's recommendations are to:

- focus, update, and more broadly communicate "Goals of Education in Massachusetts;
- set specific local system and individual school goals;
- develop sets of performance indicators at both state and local levels;
- set up a system of incentives to promote the achievement of the goals and standards;



- incorporate pre-school and early education, extended school time; and special programs for at-risk youth;
- incorporate school-based management, redefine tenure law, eliminating nepotism;
- increase professional enhancement activities for the teacher work force;
- establish a commission on regulatory relief in education to reduce, simplify and ease administration of educational regulations; and
- restructure the state department of education to create two major divisions, one responsible for assessment and compliance, the other for technical support and assistance (this includes the creation of an Educational Innovation Center).

**Use of Time.** We are aware that schools have had a limited degree of direct influence over their students' lives. Reports abound with statistics regarding the number of hours American youngsters spend watching television compared with their counterparts in other (and not just disadvantaged) countries, the numbers of adolescents who hold part-time jobs, and the length of the school day and school year in other industrialized countries. Chester Finn, former under-secretary of education and professor at Vanderbilt University, estimates that children spend only about 9% of their time in school and 91% elsewhere. If the ambitious goals we have outlined here are to be achieved, a restructuring strategy must integrate school experiences and outside activities so that they reinforce rather than conflict with one another. The communication and interaction among community institutions we envision is intended to provide children a more holistic growth experience by focusing everyone's (not just the school's) attention on the goals for our young people and challenging them to contribute to their achievement.

**Site-based Management.** Much has been written and said about the need to place responsibility, authority and accountability at the school site and to share them among the various stakeholders in the education enterprise (administrators, teachers, school staff, students, parents, community members, etc.). The above-cited recommendations of business organizations and reform initiatives across the country have included site-based management and shared decision-making as a necessary for both planning and accountability. We endorse that thinking, have built it





in as a key component of our design, and have already begun that process with Digital Corporation.

**RESEARCH.** The concepts behind our design reflect a composite and synthesis of some of the best thinking in education research in recent years related to early childhood education, learning theory, standards and assessment, the school-to-work and adolescence to adulthood transition, and other related issues. But more important than just knowing the literature, we are applying the theories and the knowledge about what works best in new and innovative ways. Here are some learnings that have influenced our thinking: (See Bibliography in Appendix XV)

**Early Childhood Development.** T. Berry Brazelton, Lisbeth Schorr, and other experts in early childhood development have taught us that very young children have great capacity for learning, and for communicating to us, if we know how to read and interpret their language. Thus, we have emphasized quality early childhood care, from six weeks old, and proper prenatal care and training of parents. The Committee for Economic Development advocates for greater resources for early childhood education, citing Ypsilanti and other studies in which the returns on every dollar spent on early childhood care far exceed the costs -- thus, causing us to view this early investment as one which prevents later social problems and the related societal costs. Similarly, an article, "Early Care and Education: Tackling the Tough Issues," by Sharon L. Kagan in the February, 1989 Phi Delta Kappan suggests that through community-based planning councils, early childhood needs can be identified and institutional relationships developed to prevent the fragmentation of educational and other needed social services to young children. And, of course, James Comer's multidisciplinary team approach to child development has contributed to our "whole community" approach to learning.

**Developing Competent Learners.** We have drawn on the ANISA model which stresses developing five types of learning competencies: (1) learning how to move and gain maximum control over voluntary muscles, (2) learning how to perceive, (3) learning how to think clearly, (4) learning how to exercise the will, and (5) learning how to feel and respond emotionally in a way appropriate to any situation.



**Integrated Curriculum Design.** We believe that learning is best when it is relevant to our lives, when real basic skills can be learned in fun and interesting ways, and applied in context, and when one can learn more than one subject at a time. This does not mean that we give short shrift to the basic skills -- essential skills, as TheodoreSizer calls them. Our thinking reflects the influence of several noted authorities: "A Nation Prepared: Teachers for the 21st Century," by the Carnegie Forum on Education and the Economy; The Copernican Plan: Restructuring The American High School by Joseph M. Carroll; "Integrating the Curriculum" by the Association for Supervision and Curriculum Development; Interdisciplinary Curriculum: Design and Implementation by Heidi Hayes Jacobs for ASCD; the Oregon Educational Act for the 21st Century adopted in 1991; and "Integrative Education: A Curriculum for the Twenty-First Century by Betty Jean Eklund Shoemaker for the Oregon School Study Council. Further, research not just from the education field, but from the job training and employment field reinforces the importance not just of basic skills and knowledge, but abilities, behaviors, and values that translate to the workplace, and to life in general. For grounding in developing workforce readiness and "employability competencies," we incorporated the Hudson Institute's "Workforce 2000," the National Alliance of Business' "The Fourth R: Workforce Readiness;" "Building A Quality Workforce," jointly published by the U.S. Departments of Labor, Education and Commerce; the American Society for Training and Development's "Workplace Basics" book and manual; (three of these written by a member of our design team, Janet Reingold); "What Work Requires of American Schools," the SCANS Commission report for AMERICA 2000, and "America's Choice: High Skills or Low Wages," by the National Center on Education and the Economy.

**Special Attention to Adolescents.** The Carnegie Council on Adolescent Development ("Turning Points") has raised our awareness of the changed conditions for adolescents and the special vulnerability of young people aged 10-15. Thus, we are building our approach around the Carnegie recommendations, as well as the Charles Stewart Mott Foundation's emphasis on high expectations, high content, and high support, with stepped up business and parental involvement, as advocates, advisors, and mentors.







**Choice.** We have had "Schools of Choice" in place in Fall River for more than five years. (Appendix XII). We strongly believe in and support the basic concepts of creating new and effective schools, providing for informed and fair parent choice to create competition between schools, and have established Parent Information Centers to assist parents in investigating options and making decisions. "Massachusetts Urban School Reform", a position paper prepared by the Massachusetts Urban Superintendent's Consortium Chapter 636 Steering Committee, and our own experience supports these concepts (Appendix XIII).

**Year-Round Learning.** Learning does not occur solely in a classroom, or solely through teacher-student interaction. We believe that all of life is education, and education continues throughout life; thus, we must ensure that education -- both in and out of school -- is an enriched and enriching experience. In the Ford Foundation's book, "Toward A More Perfect Union," Gordon Berlin and Andrew Sum illustrate that inadequate basic academic skills are intertwined with problems of youth employment, dropping out, out-of-wedlock parenting, welfare dependency and the decline in workforce productivity. Further, and importantly, they illustrate that disadvantaged youth suffer greater learning losses over the summer, when home and peer influences reassert themselves. Thus, our Family Learning Centers are open virtually year round.

**Use of Technology in the Classroom.** We have developed various scenarios for the effective use of technology in the classroom, with the assistance of John McGuffog, Bergen County (NJ) Technical School; James G. Lengel, Apple Eastern Operations; Martin Huntley, Director of the Computer Technology Center in Somerset, MA, the New England Regional Laboratory, National Science Resource Center, and Mass. Learnpike.

**Developing the Instructional Program.** Many ideas and programs are being promoted in various places for restructuring our schools. It is notable that "Change Agents in Education," by The Business Roundtable and The National Alliance of Business reported (Winter, 1992) that "three of the best-known "gurus" of school reform: James P. Comer of Yale, Howard Gardner of Harvard and Theodore R.Sizer of Brown have begun holding conversations based on the realization that, powerful though their own ideas may be, they still need help." Sizer explained



that, "We are all aware of gaps in our own approach that others can fill." In developing this proposal and our plans for reform, we have considered many of these ideas: 4Mat, outcome based education, learning styles, TESA. We have concluded that no one, two or even three of these answers the need for designing a curriculum and instructional program to meet the National Goals. We do know that we must develop a plan that deals effectively with each of the following elements of what actually goes on in the classroom:

- Learning Objectives -- what should the students learn, both content and standards
- Instruction -- what instructional techniques and learning experiences will be used
- Formative Assessment -- how will we determine what the students have learned
- Feedback, Correctives, and Enrichment -- how will we adjust and modify each student's learning experiences as appropriate to the formative assessment
- Summative Evaluation -- how will we evaluate final student outcomes

**Successful Educational Change.** In his book, The Meaning of Educational Change, Michael Fullon states that what really matters is not the quality of the change ideas, but what is finally implemented in the classroom where the teachers teach and the students learn. We have taken great care to involve the people who must implement change in the planning process. Fullon identified fifteen factors that must be dealt with for change to be successful; we intend to deal with each of them as we develop our design. The Rand Change Agent study, undertaken from 1973-1978, researched planned change in education in an effort to understand what factors most influenced successful change projects. Last year Milbrey W. McLaughlin, one of the authors of the original study, reviewed its findings in light of recent reform experience. We have considered many of these in developing our plan, including:

- Change is a problem of the smallest unit (the individual school) because it is there it must be implemented;
- Outside consultants can help, but they must adjust effectively to the local setting not the other way around;







- Projects narrowly aimed at discrete aspects of the system (problem-solving approaches) are likely to fail--bold, comprehensive projects are more likely to produce greater change;
- The content and process of change both matter, and
- The degree of implementation finally determines outcomes.

**Our Own Best Thinking.** Although the design team will draw on the findings of expert research, our own experience and that of others, in the final analysis the design will reflect the best thinking of those involved in our own design effort. *We do not intend to turn our schools over to any outside guru, no matter how well informed, expert and well-intentioned he or she might be.* Our design will provide that the citizens of Fall River and other communities which should choose to use our design, a model to take control of their own school systems. Through the committees established within the Coalition for Educational Excellence which guide the development and implementation of the FOCUS 21 project, we will thoroughly explore the possibilities and make choices that are best for our children and our community. In doing so, we are confident the broader interests of the Commonwealth, the Nation and the world will also be served.

## **BUDGET NARRATIVE**

Currently the state average per student expenditure is \$6170. The MBAE proposal recommends Fall River's expenditures at \$5700. Our proposal contains a per pupil expenditure of approximately \$5600.

The budget clearly reflects what monies are needed to complete our task. The expenses are reasonable. The budget indicates a model which serves the replication requirement. Other communities can adopt and replicate the model without accruing additional operating costs. A significant portion of the budget is applied to training teachers, parents, and other adults who will serve the FLC needs. While our goal is to increase services to children and their families, we accomplish much of this by integration, not by duplication, thereby not increasing community costs. The FLC will contain one computer per three students and state-of-the-art computer instructional software for curriculum. Four master teachers (one per FLC) are assigned as





# Public Schools

Staff:										
Director	\$40,000	\$20,000	\$40,000	\$20,000	\$42,400	\$21,200	\$42,400	\$21,200	\$44,520	\$22,472
Coordinator	41,600	0	41,600	0	44,096	0	44,096	0	46,740	0
Key School Personnel	12,500	12,500	12,500	12,500	13,260	13,260	13,260	13,260	14,060	14,060
Evaluator	46,800	0	46,800	0	49,600	0	49,600	0	52,576	0
Finance/Administration	31,200	0	31,200	0	33,072	0	33,072	0	35,060	0
Technical Support	18,700	0	18,700	0	19,800	0	19,800	0	20,988	0
Secretary	20,800	0	20,800	0	22,048	0	22,048	0	23,380	0
Assistant to Evaluator	15,600	0	15,600	0	16,784	0	16,784	0	17,960	0
Facilitators (4)	83,200	0	83,200	0	88,400	0	88,400	0	93,600	0
Total Salaries	310,400	32,500	409,200	32,500	433,732	34,460	433,732	34,460	459,364	36,532
Payroll Service Costs	40,400	1,875	55,200	1,875	65,060	2,000	65,060	2,000	68,900	2,100
Health Insurance:	1,700		2,400		2,640		2,640		2,900	
Total Wages & Benefits	352,500	34,375	466,800	34,375	501,432	36,460	501,432	36,460	531,164	38,632
General & Administrative:										
Telephone	2,400	0	3,200	0	3,200	0	3,200	0	3,200	0
Utilities	4,200	0	4,200	0	4,200	0	4,200	0	4,200	0
Office Supplies	3,000	0	6,000	0	8,000	0	8,000	0	8,000	0
Business Meals	2,000	0	2,000	0	2,000	0	2,000	0	2,000	0
Travel	2,000	0	2,000	0	2,000	0	2,000	0	2,000	0
Postage	1,200	0	2,000	0	3,000	0	3,000	0	3,000	0
Annual Audit	5,000	0	10,000	0	10,000	0	10,000	0	10,000	0
Rent	0	18,000	0	18,000	0	18,000	0	18,000	0	18,000
FAX/Copy Machines	0	12,000	12,000	6,000	16,000	6,000	16,000	6,000	16,000	6,000
Maintenance/Security	0	5,200	0	5,200	0	5,200	0	5,200	0	5,200
Total General & Administrative	19,800	35,200	41,400	29,200	48,400	29,200	48,400	29,200	48,400	29,200
Marketing/Public Relations:										
Billboards	3,400	0	2,400	1,200	2,400	1,200	2,400	1,200	2,400	1,200
Radio/Television	0	23,600	2,500	35,600	2,500	35,600	2,500	35,600	2,500	35,600
News Letters	12,000	0	12,000	0	12,000	0	12,000	0	12,000	0
Brochures	9,000	0	12,000	0	12,000	0	12,000	0	12,000	0
Print	1,000	7,800	1,000	7,800	1,000	7,800	1,000	7,800	1,000	7,800
National Promotion	0	0	0	0	0	0	80,000	0	80,000	0
Total Marketing/Public Relations	25,400	31,400	29,900	44,600	29,900	44,600	109,900	44,600	109,900	44,600
Travel Expenses:	4,000	0	6,400	0	8,500	0	8,500	0	8,500	0
Consulting Services:	23,600	16,000	76,000	32,000	76,000	32,000	76,000	32,000	76,000	32,000
Other Direct Costs										
Equipment	113,000	0	221,000	15,000	72,000	0	0	0	0	0
Software	40,000	0	92,800	0	77,000	0	8,000	0	8,000	0
Computer Services	5,000	0	8,000	0	8,000	0	8,000	0	8,000	0
Instructional Material	50,000	60,000	50,000	60,000	75,000	50,000	75,000	50,000	75,000	50,000
Materials & Supplies	25,000	10,000	25,000	10,000	40,000	20,000	40,000	20,000	40,000	20,000
Total Direct Costs	260,600	86,000	479,200	117,000	356,500	102,000	215,500	102,000	215,500	102,000
Payments to Schools	120,000	0	608,000	0	644,480	0	683,160	0	724,160	0
Release Time:	12,000	0	0	0	0	0	0	0	0	0
Staff Development	0	0	192,000	0	253,120	0	268,300	0	284,400	0
Construction/Renovation:	30,000	0	2,000,000	0	3,000,000	0	3,000,000	0	3,000,000	0
Architect Design Fees:	500,000	0	0	0	0	0	0	0	0	0





curriculum facilitators and on-site trainers. Our EduCorps of interns are the "substitutes" when regular teachers attend the Education Institute. Teachers' salaries are increased 30% for extended day and extended year, including monthly Fri-Sat training and the two-week July Institute. (60 days are added to teacher/principal contracts).

Project Staff includes Leader, \$60,000 (\$20,000 donated) [70% time]; Coordinator (Non-School), \$41,000 [100% time]; 2 Coordinators (School), \$250/day (one day per week donated) [30%-20% time]; Evaluator, \$46,800 [100% time]; Financial Administrator, \$31,200 [100% time]; Technical Support, \$18,700 [40% time]; Secretary/Clerical, \$20,800 [100% time]; Assistant Evaluator, \$31,200 [100% time].

The sum of donated costs to the FOCUS 21 campaign is \$1,181,102, including costs to date since June 1991.

Detailed line item budgets and *Coopers & Lybrand* letter are contained in Appendix I.

## **HOW WE (AND NASDC) WILL KNOW IT IS WORKING**

History has shown that educational change is difficult. Many good ideas have had little or no impact on the American school system. In fact, education is presently organized much the same as it was one hundred years ago. We are determined that our project will succeed and are developing ideas and mechanisms for assessing whether or not and the extent to which we are achieving what we have set out to do. The Research and Development/Assessment section of the Education Institute will have a significant part of this responsibility initially, and continuing thereafter on an institutionalized basis. Following is a brief recitation of our thinking which will guide our assessment efforts.

**Outcome-Oriented Design.** Our entire initiative is outcome-oriented in several different ways. We are, of course, clear about the student learning expected, and that is the primary and ultimate focus. However, we are also clear about several other outcomes -- what will happen to the stakeholders involved, such as more effective staff development programs for teachers and school staff; literacy and parenting for adults; and changes in institutions, organizational structures, and relationships, such as the Family Learning Center Concept, the Education Institute, and the



integration of social services. Some are short-term outcomes which we can assess rather quickly; others will take longer to evaluate (See Michael Fulton's Outcome Typology in Bibliography: Appendix XV).

**Self-Assessment Mechanisms.** Although continuous monitoring will help determine necessary mid-course corrections, we will assess outcomes, beginning in year one (June 1992), to determine the efficiency and effectiveness of our effort. We will use informal methods, such as anecdotal success stories, process assessments, impact assessments (both immediate and long range), and cost/benefit analyses. Education transformation is a continuous and cyclical process.

**Anecdotal Accounts/Success Stories.** Individual outcome stories are usually helpful to turn otherwise meaningless numbers or sterile statistics into real, human-scale stories about results accomplished and impacts on learners' lives. And, these help sustain the public will over the longer term.

**Management (Process) Assessment on the Design Process.** We intend to assess progress in the development of the design. This proposal includes a time schedule which will form the basis of this assessment (Milestones). Using project management techniques, and business assessment criteria, we will monitor our own progress against the milestones and benchmarks we have established for ourselves. We also intend to involve "outside evaluators" particularly Peter Senge, who will give an objective assessment of the quality of work. Our Design Team expects to develop a working relationship with NASDC which will include sharing work plans, regular reports of progress and review of actual materials produced.

An examination and analysis of the implementation process will reveal the management efficiency and effectiveness of the effort, and will identify areas that require attention. Questions to consider include: Was it an effective, efficient process? How could it be improved in the future, with regard to leadership, management, resources, plans and timetables, execution, and staffing. What was the reception by local/state education officials? Did the effort improve business/education and community/education relationships? Did we make effective use of the media?





**Impact Assessment.** Impact assessment examines the outcome or impact of all of the efforts. Our impact assessments will focus on immediate and longer range outcomes, such as: Did students benefit from the effort, both short term, and upon graduation? What were their learning gains? Are they prepared for the workplace? What were the impacts of the restructuring efforts on the local community? What were the impacts on local business' abilities to work with education? What were the impacts on the corporation's public image? Did FOCUS 21 bring about greater interest and involvement from the community in education transformation?

**Long Range Impact Studies.** Long range impact studies will yield information about the long-term effects of our transformation efforts on the participants. Longitudinal studies require a long-term follow-up effort to track students over several years, and to compare their accomplishments and careers with a control group of like students who did not receive services or participate in the program. The critical questions asked are: Did the intervention measurably affect students' long term learning gains, long term employment prospects, earnings, and ability to remain economically self-sufficient and independent from welfare and other social programs?

Did the reform efforts systemically change the way education and community programs and services are delivered? For example, did efforts measurably improve: education policy and legislation, education financing, management, administration and organization, professionalism of teachers, curriculum and instruction, accountability and academic standards, community and social service linkages?

**Cost/Benefit Analysis.** A cost benefit analysis reveals whether the costs of the efforts are outweighed by their benefits, and where greater efficiencies might be achieved. In analyzing costs versus benefits, both financial and non-financial benefits should be considered. Costs might include personnel, facilities, equipment, etc. Benefits might include positive outcomes for learners (for example, going on to higher education, getting a job, getting a job with higher wages and higher career potential, or joining the military); dollars saved on other interventions (for example, savings in welfare, criminal justice, unemployment insurance, health care, etc.); removal of service gaps and economies of scale; value of work or services performed by learners that would have



been needed and purchased if they had not done it; improvements in our community's well-being and quality of life; and ultimately, our economic vitality.

**Accountability to the Community.** A primary means of accountability to the community will be our Community Report Card. This will give the community around each Family Learning Center specific information about the performance of the students attending that Center and also data regarding the social and other services provided through the center. To maintain focus on individual students, this information will not be presented as averages as in traditional reports of test results, but rather the numbers of students who have demonstrated performance against a fixed standard. We are committed to better dissemination of and better use of traditional data to guide individual and institutional decision making. Since parents have the freedom to choose in which FLC they want to enroll their children, there is a built-in competitive element in terms of each Center's ability to attract enough students to make it a viable enterprise.

Fall River has already implemented a form of **portfolio assessment** which more clearly demonstrates the actual performance of each student. We will expand it to include an assessment of the parents as well. It is intended that the curriculum will also focus on "authentic performance" by engaging the students in real community projects as part of their learning experiences. This will present clear evidence to the community of the capabilities being developed by their young people as well as the adults involved in various learning programs.

**Employability Certificates** will be a means of accountability to the business community. Ultimately, the market is the test of our effectiveness. Students earning these certificates will be expected to demonstrate the competencies described in the SCANS report. Deficiencies will be addressed through our mechanisms for involving business in our education transformation.

The design will include more effective mechanisms for tracking students over time. The system presently conducts an exit poll of graduating students to determine their intentions, but more and better information will be gathered to identify what happens to them in the real world. This is, of course, the ultimate test of the design and will require a serious effort.







## **DISSEMINATION OF OUR DESIGN**

Ultimately, our goal is to institutionalize the changes, and ensure widespread dissemination, while continuing the renewal and transformation process. After funding we will continue to move vertically to ensure that our learners from the four FLCs have a middle level, then higher level FLC experience. We will also move horizontally to transform other elementary schools to FLCs. By then, the MA legislation should be passed and our funding from the state will increase to reach the point of per pupil costs which are the basis of our proposal budget.

**Documenting the Process.** Many excellent education restructuring efforts are often inadequately documented. Documentation and reporting mechanisms are needed to inform the various partners, as well as others, about status, progress, problems, if any, and accomplishments. An essential component of our dissemination plan already underway is the comprehensive documentation of the process. This includes everything from the formation of the Coalition which is necessary to establish the community consensus and support for change, to the technical aspects of plans for change, resources to be considered, and specific plans for implementation and evaluation. We will employ the full array of print and electronic media and public relations, meetings and conferences, newsletters, and reports on activities.

**The Education Institute.** A major function of the Education Institute will be to market and disseminate information about the Fall River design. It will also produce materials and provide or arrange management and technical support to other communities who want to consider using the design to restructure their own schools.

**Dissemination.** The dissemination/marketing responsibilities of the Education Institute will have two components. First, one will focus on increasing local support for the effort with a view toward the time when the Grant funding is no longer available. Second, is the important issue of marketing our model in such a way that communities throughout the nation will adopt this model, and Education Institute role to assist communities to implement the model.

**National Dissemination Program Trough Training.** A comprehensive training program as the primary vehicle for dissemination will be planned and developed by the Design



Team. Responsibility for implementation will lie with the Education Institute. The training program will address the following areas. A comprehensive training manual will be developed which will include instructions on how to develop every facet of the program, containing both process strategies and substantive "how to" strategies, e.g. how to integrate social/supportive services within the Family Learning Center. A videotape library with training workshops duplicating our own training program, e.g. parents training for site-based management governance will be compiled. We anticipate about 12 to 15 tapes which can stand alone or be used with the written manual. Through our facilities at Durfee High School, Bristol Community College and UMA-Dartmouth, as well as the local cable television facilities, we will broadcast interactive satellite training workshops. We will also broadcast through the Learning Channel and other cable systems. We plan to approach PBS Channel 2 in Boston with the idea of producing a series about our project for distribution on the PBS Network. We also have a contact with McNeil-Lehrer who have previously featured our *Choice* program and would approach them about a follow-up segment on our project. In addition, during the July period of training, and during August, we will invite individuals to attend training institute so that they can return to their communities and train others in the model. We view this as an EduCorps (like the Peace Corps) - train trainers who will train others.

We will also develop a resource for computer instruction which can be used on Apples, e.g. small-group decision-making as part of our dissemination effort. There are many computer programs which parents, business mentors, etc. could use to enhance their skills., e.g. listening skills for mentors. We will also make a corps of our people and consultants available to other communities who wish to do training at their sites, e.g. if Colorado 2000 wished to have a two-day training workshop in Colorado. The Massachusetts Corporation for Educational Technology is our primary resource for assistance with this piece of the Education Institute.

**Local Marketing.** A comprehensive local marketing plan will be developed by the Chamber of Commerce's Committee which has already begun that process. Working in tandem with the Design Team, Media Wright, and its CEO will provide in-kind consulting. The plan will







include billboards, PSA radio and television spots, the Task Force's Forums program on Education, a monthly newsletter to Coalition members and interested stakeholders, a weekly local newspaper column on the Education Page, a monthly radio talk show, paid advertising in the local newspaper to promote attendance at Forums and Coalition Conferences, and brochures/flyers to be inserted free-of-charge in gas, electric and telephone bills.

**National Marketing.** A comprehensive national marketing plan will also be developed which will include the following: During the two-year dissemination period, quarterly ads announcing the training opportunities will be printed in the Wall Street Journal and the NY Times Education section. Quarterly ads will also be placed in five major education journals using the network of the America 2000 communities and the U.S. Chamber of Commerce, a quarterly newsletter will be mailed nationally to all communities committed to reform. The SBIP Project of which Fall River is a part will be used to disseminate information throughout Massachusetts. The Education Institute will install an 800 number 800-FOCUS-21 which will answer questions regarding the model and which will contain an Education "thought for the day" regarding reform.

**State and National Business Organizations.** We have established linkages with business organizations that have made a significant commitment to education reform. Through their publications, conferences and networking capabilities we will inform other communities about our design and how they can access the support necessary to implement it in their communities. These organizations include the Massachusetts Business Alliance for Education, the United States Chamber of Commerce, the National Alliance of Business, the American Business Conference, and The Business Roundtable. Our consulting firm, Reingold and Associates, has had a long-standing working relationship with these organizations and will help cause this to happen.

**State and National Education Organizations.** We will also make our design known through the publications, conferences and other activities of national education organizations and their affiliates including, The National Education Association, the American Federation of Teachers, the PTA, the National School Boards Association, the National Association of Secondary School Administrators, etc.



**Other Organizations.** We will also work through organizations such as the Children's Defense Fund, the YWCA of the USA, the National Association of Child Care Providers who have an interest in the well-being of our nation's children.

**Federal Agencies.** Finally, we believe there will be a considerable role for the U.S. Department of Education, as well as other federal agencies (Labor, Commerce, HHS, Justice) to disseminate information on a national level regarding the models for New American Schools. We will work with them to make our work known and readily available.

**CONCLUSION** On the network broadcasts in the year 1996, Fall River will again be in the news. This time, the story will not be about Lizzie Borden. Fall River will be featured as a "Break The Mold" Community, where world-class learning is central to our lives and our work. How did we do it? Our entire community -- every citizen -- contributes to and participates in learning.

Although ours is an integrated plan for the complete restructuring our the Fall River School System and our community, separate components, such as the Family Learning Center concept, the Education Institute concept for restructuring central administration, and the community governance mechanisms, could be selectively chosen for implementation and adaptation elsewhere. The integration of social services, community-wide standards and programs for early childhood, adult-education programs, and the integrated curriculum will also be able to "stand alone" for adoption elsewhere. Although the center of our design will be a transformed school system, the vision presented here is much broader, a transformed community. We intend to be a model for how our communities can more effectively "grow their children" by integrating all the experiences and services they will need to fulfill their individual potential, achieve truly world class standards and contribute to the continued strength and vitality of our nation's economy and its democratic way of life.





# FOCUS 21

CHILDREN'S FUTURE TRUST

2000

DATE: February 14, 1992

Pay to the

Order of

*The Children Of Fall River*

DOLLARS

Memo *The New Generation Of Schools*

The Coalition For Excellence In Education

020-20-0329-1992

A blank check in support of FOCUS 21 as an investment in education. We the undersigned endorse the FOCUS 21 project to prepare the children of Fall River for the 21st century.

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Chariton Memorial Hospital  
Computer Security Service  
Aetna Life & Casualty  
Battleship Massachusetts  
Boyd Center For Early  
Childhood Education



# FOCUS 21

## *Learning Together*

### *Proposal*

*Submitted by*

*Fall River Public Schools  
The Fall River Regional Task Force, Inc.*



*Coalition for Excellence in Education  
Fall River 2000*

*June 22, 1993*





MASSACHUSETTS DEPARTMENT OF EDUCATION  
STANDARD APPLICATION FOR PROGRAM GRANTS

PART I

General Description Information

A. APPLICANT: Fall River Public Schools/F.R. Coalition for Excellence

(Legal Name of Agency)

ADDRESS: 417 Rock Street, Fall River, MA 02720

(Street, City/Town, Zip Code)

B. CONTACT PERSON: James A. Wallace

TITLE: Equal Education Opportunity PLanner

ADDRESS: (Complete if not the same as above)

TELEPHONE NO: (508) 675-8367

C. NAME OF GRANT PROGRAM/

SOURCE OF FUNDS: Learning Together: Family, School, and Community Partnerships

D. IN RESPONSE TO REQUEST FOR PROPOSAL#:

TOTAL AMOUNT REQUESTED: \$ 25,000

F. TYPE OF PROJECT

(1) INDIVIDUAL ☒

(2) CONSOLIDATED ☐ (If this  
line is checked, please complete  
SCHEDULE A signing off on the  
amount of funds assigned  
by each participating agency).

G. PROPOSED DURATION OF PROJECT: from 9 / 1 / 93 to 8 / 3 / 94  
mo / day / yr mo / day / yr

H. TITLE OF PROJECT: The Family Learning Center

I. BRIEF DESCRIPTION (In the space provided, please describe the activity to be conducted, the population to be served and the primary objective of the project):

A comprehensive school, university, community-based, and human service providers collaborative program that integrates school and community resources to serve the educational, developmental, health, nutritional, social, and emotional needs of one-hundred (100) young children (Pre-K through Grade 2) and their families. Activities include: home/school visits, site-based management, community service, extended day activities, student mentoring, and external health services.

J. I CERTIFY THAT THE INFORMATION CONTAINED IN THIS APPLICATION IS CORRECT AND COMPLETE; THAT THE APPLICANT AGENCY HAS AUTHORIZED ME, AS ITS REPRESENTATIVE, TO FILE THIS APPLICATION; AND THAT I HAVE FILED A CURRENT AND APPROPRIATE ASSURANCE STATEMENT COVERING SPECIFIC COMPLIANCE REQUIREMENTS APPLICABLE TO THE ADMINISTRATION OF GRANT FUNDS.

John R. Correiro

TYPED NAME

SIGNATURE

Superintendent of Schools

TITLE

July 6, 1993

DATE





PART II

Budgetary Information

DETAILED INFORMATION							
Check the box below if the identified employee(s) is/are a member of the Mass Teachers' Retirement System							
A. LINE ITEM	B. (Optional) CODE #	C. TITLE	D. NUMBER OF STAFF	E. FTE	F. MTRS	G. AMOUNT	H. SUBTOTAL FOR LINE ITEM
1) ADMINIS- TRATORS		Program Coordinator	1	.2		\$ 4,000	
						\$	
						\$	
						\$	
						\$	
2) INSTRU- TIONAL/ DIRECT SERVICE STAFF						\$ 4,000	
						\$	
						\$	
						\$	
						\$	
						\$	
						\$	
						\$	
						\$	
						\$	
						\$	
						\$	\$ 0





# PROJECT EXPENDITURES

## DETAILED INFORMATION

LINE ITEM	(Optional) CODE #	ACTIVITY	AMOUNT	SUBTOTAL FOR LINE ITEM
5) CONTRACTUAL SERVICES		J. Briefly describe the services to be provided and the rate to be paid per hour or day whichever is applicable.		
		University of Mass.-Dartmouth; Center for Policy Analysis (Evaluation and Assessment)	\$ 3,000	
		Parent Workshops (\$200/day X 5 days)	\$ 1,000	
			\$	
			\$	\$ 4,000
6) TRAVEL		K. (Briefly describe who will be traveling where and why).		
		Student/Parent Field Trips		
7) SUPPLIES (Items costing less than \$5,000 per unit or having a useful life of less than one year).		L. (Summary) In-State Travel	\$ 500	
		Out-of-State Travel	\$	\$ 500
		M. (Briefly describe and justify the supplies to be purchased)		
		Supplemental student supplies for Extended Day activities		
		Evaluation and office supplies		
		N. (Summary) Instructional	\$ 2,000	
		Non-Instructional	\$	\$ 2,500
		Tests, folders, paper, xerox, etc.		





I. **Funding Arrangements**

Applicants are encouraged to develop proposals which combine a number of funding sources. Contributions may be from local, state (where allowed), federal, or private sources. All matching funds must clearly represent additional costs incurred by the district because of the program. Matching funds may be in the form of actual budget allocations (cash), donated services or donated goods.

	Amount Requested	Matching Funds (\$ amt or equivalent)	Source (Include Special Education, Chapter I, Bilingual, Early Childhood, Private Funding, etc.)	Identify major uses of money (e.g., position titles, types of materials)
Administrators	\$ 4,000	\$ 4,000	Chapter 636 - State C.E.E. - Private	Coordinators - EEO Planner Executive Director - C.E.E.
Instructional/Direct Service Staff				
Non-Instructional/Support Staff	14,000	14,000	L.E.A. Chapter 636, Chapter 1	Guidance & Adjustment Counselors Clerical - Bookkeeping & Secretarial
Fringe Benefits				
Contractual Services	4,000	4,000	Chapter 636 Fall River Public Schools	Extended Day Program - Instructors (2) Custodial & Security Services
Travel	500	500	Chapter 636 C.E.E.	Conference fees & Mileage
Supplies	2,500	2,500	L.E.A., Chapter 636	Extended Day Program & Office Supplies
Materials/Equipment		5,000	Chapter II; Chapter 636	Xerox; Desks, Computers
Other (specify below)*		5,000	L.E.A., Chapter 636, C.E.E. Bristol Community College	Printing & Reproduction, Maintenance & Repairs, Telephone/Utilities & Rental of Space
Indirect Costs		1,000	(4%) L.E.A.	Data Processing
<b>TOTAL</b>	<b>\$ 25,000</b>	<b>\$ 36,000</b>		State, Federal & Private

\*Other:





# LEARNING TOGETHER 93-94

## 1. VISION

Our vision for the restructuring of the Fall River Public School System has not changed. Please refer to the Strategic Plan adopted by the School Committee on March 16, 1993.

In order to strengthen the work of the Coalition for Excellence in Education: Fall River 2000, it has recently adopted the following Statement of Purpose:

To advocate and facilitate implementation of the Life-long Learning Strategic Plan as a means to support the Fall River Public School System's drive to achieve academic excellence through broadened family and community involvement and an enhanced curriculum, thereby preparing the children and community for life and work in the 21st century.

This facilitating and advocacy role is developmental and temporary; the role of the school system is operational and permanent. As a volunteer community resource concerned with the future of our children and our city, it is the mission of the CEE to nurture those conditions necessary for Fall River to achieve world-class excellence in public education.

## 2. PROGRAM HISTORY

The Year One Proposal indicated that the focus of Learning Together would be the Watson School, TBE students from the Silvia School and Pre-K children from the Boyd Center's RAMCO Program. Unanticipated was the overcrowding problem in the North End of the City which provided the opportunity for a new "school" to be opened in January 1993. The Robeson Family Learning Center, adjacent to the Citizens for Citizens building (which houses Head Start) was opened. Three classes, a kindergarten, a first grade and a TBE Cambodian class were part of the Robeson FLC. The midcourse correction in focus delayed start of the outreach process, but a team of outreach workers are now in place and that work will be completed by August 31, 1993. They will include in their outreach effort the recently assigned students for the Robeson kindergarten 93-94. That outreach effort will, with the intake data collected by the Magnet Schools of Choice, provide the framework of an integrated data base system for the Robeson FLC which we hope to duplicate for all other "schools" over time.





Because the Coalition had already been in place prior to the start of the grant year, many collaborations took place which affected the positive outcomes regarding FLC students. The Coalition had been working, for example, with various appropriate programs within the School Department and Charlton Hospital regarding the integration of health and human services. The hospital has purchased a \$1 million medical van which will be visiting middle schools to offer screening services, etc. Through the Coalition's work, the van will also include site visits to the FLC. This came about through the planning process undertaken during the grant year.

We also were able to develop the guidelines of a mentoring program, the HOSTS (Helping One Child to Succeed). (See brochure in Appendix) A collaboration with Big Bros/Big Sisters allowed screening procedures to be established. During August, a breakfast will be hosted by the Coalition to introduce leaders in the community to the program for implementation in Year II. Training will be offered also through the collaboration with Big Brothers/Big Sisters. Through collaboration with UMD, which has initiated a Public Service Corps for mentors in the FR School System, all incoming first-year students will be invited to join this year through the UMD Orientation Program. Those volunteering will also receive the screening and training. Mentoring projects as an integral part of the curriculum are being developed. A recruitment of mentors through the business community will take place during August 1993 and training will take place during September 1993 with anticipated inclusion of mentors in classroom curriculum projects during October 1993.

The Coalition, through the leadership of one of its Board, (herself a parent) produced a training session for parents "It Takes an Entire Village to Educate a Child". It was attended by approximately 90 individuals. This was a four-hour workshop session for parents And community members. The workshop was conducted by Jacquelyn Sowers, prominent national consultant regarding school reform and parental involvement. (See Sowers bio and flyer attached in Appendix).

The teacher-in-charge of the FLC has worked closely with the Coalition and School Department in fostering greater family involvement. At the initial parents meeting, attended by the Superintendent, Executive Director of the Coalition and School Department Liaison to the Coalition, four parents attended. At the end of the school year, a family picnic was attended by 53 adults, all FLC children and their siblings. Recall that there are 30 students in the classes. One mother who attended with two siblings to a first-grader is a substance abuse addict. The Teacher In Charge of the FLC had filed a 51A against this parent during the school year. Yet, because of intervention by appropriate social services and the teachers, this parent felt comfortable enough to attend the year's end picnic. Not incidentally, the child is now better cared for. Another parent who is trying to recover from alcohol addiction, visits the school to assist three afternoons per week. She also attends AA meetings three times per day... A father recently volunteered to help the students build birdhouses. See enclosed newspaper article. Teachers at the FLC greet parents





and children at the door each morning. After the second day of FLC, one parent remarked that she had seen the "new" teacher more often at that point than she had seen the "old" teacher in the one and one-half years her child had attended the previous school. During the school year, three babies were born to families of first graders. Within the first three weeks of their lives, parents brought the babies to school to share them with the sibling's classmates! There is no question that the amount of cohesion between children, parents, teachers and community has increased since January..

The qualitative evidence of success of the project is dramatic. Parents, on their own, have organized to expand the FLC to grade 5. Sept 93 will accomodate Grade 2, thanks to their efforts. The word has spread and within the Magnet Schools of Choice program, the FLC is very desired. Many parents have contacted the Magnet Program to "thank" it for including their child.

The teachers meet daily (either before or after school) with 21 out of the 26 parents as they bring or pick up the students. The balance of parents are seen at least once weekly. They are constantly reassured that they may call or come in with any concerns During the school year, each parent not seen daily has received four calls to the home to "check-in." (Recall that the FLC opened in January).

The teacher-in-charge spent a great deal of time recruiting students for the FLC. Each parent (21) on the K list was called to explain the services of the FLC. Fifteen chose the FLC. The six who did not choose did so because extended day was not available, transportation was not available or there was no second grade in operation for a sibling. When the FLC opening date was established, a second set of calls was made. Each child was invited to bring a parent on the first day of school for a tour. All parents attended. The same format of calls was used for the entering first-graders, 17 students. Six transfer students who were recruited a week later also received the same calls and FLC tour.

An open house was held as a vehicle for parent/teacher conferences. In the Kindergarten 9 of 15 parents visited and for first grade, 12 of 16 sets of parents attended.

Parents were invited to special programs and siblings were also invited. The puppet show regarding dealing with handicaps was attended by two parents with two siblings.

Parents were encouraged to volunteer in the classrooms. Between March and June several types of volunteerism took place. A grade I parent reads to that class three times a week for one-half hour. A grandparent who is a seamstress, as a follow-up to a book, ,Jillian Jigs and her Wonderful Pigs, for two weeks visited every morning to assist with the sewing and stuffing of animals. (pictures attached)





Another parent volunteered one to two afternoons per week for the entire afternoon. One parent with her college-age daughter volunteered to work on computer and art projects. The mother spent three days at the FLC learning to use the computer herself first!

As a follow-up to the field trip to the Audubon Society, one parent volunteered regarding birdhouse construction (cited above). The birdhouses now hang outside of the classroom for birdwatching.

Work on establishing a formal parents group was begun. An invitation to attend the organizational meeting dealing with "Issues dealing with the FLC" brought four parents out. The Superintendent, Executive Director of the Coalition and the School Liaison with the Coalition and Director of the Magnet Program attended. Two of the parents at this meeting called other parents to attend the second meeting in the morning (to eliminate child-care problems) and seven parents attended. They decided to have a family outing at the FLC, divided up telephoning responsibilities and held a third meeting to plan the event. Of the 24 families invited, 18 attended: 39 adults, 44 children and 5 staff members. Parents organized the games and did the shopping.

During the first three weeks of June, all parents were invited to the FLC to discuss their child's progress. Only one parent did not attend! The purpose of the conference was to discuss myriad activities which the parents could undertake during the summer to ensure continuity in their child's education.

The FLC went on three field trips: to the Audubon Society on which 5 parents and two siblings attended and another mother was the bus driver! The second was to the Tansey nature site, where three parents assisted. A trip to the Dartmouth Children's Museum included 8 parents and three siblings.

### **3. MAJOR COMPONENTS TO YEAR II**

There will be several major components to Year II. One is the implementation of the Mentoring Program, HOSTS (Helping One Student to Succeed). Mentors will be involved at the FLC in discrete curriculum projects. Recruitment will be extensive and collaboration will be widespread. This will include the University, the business community, the Coalition, the School Department, Big Bros/Big Sisters and the FLC. Using another program Serve America: The POSSE (an intergenerational community service program for teens) as a model, we shall also introduce the opportunity to mentor to the Council on Aging. The Coalition, through its parental involvement group, will attempt to formalize the FLC parents into a citywide parents alliance which it is developing. The incoming Kindergarten class will also receive the FLC services. Based upon completion of the family assessments, we will create more opportunities for





parent's involvement in the classroom (e.g. above-cited birdhouses). We will also, through the Coalition's HHS integration project, direct family adults to services. We will initiate an after-school program as an attempt to extend the school day for these children and keep them in the same environment. We intend to supply more parent training opportunities, e.g. small-group decision-making, etc. so that a site-based management council can be established at the FLC. We intend that planning for such will be finalized during Year II. This will be an in-kind contribution through the FR Public Schools.

Because the Robeson is physically located adjacent to the Citizens for Citizens Head Start program, we shall attempt in the second year to identifying children who will ultimately enter the Robeson and begin to integrate that Head Start Program with the Early Childhood Curriculum at the Robeson. The literature cites well the lack of continuity between Head Start and Kindergarten and we shall attempt to address this gap here.

Because of the prominence of parents in the FLC concept, we intend to provide parents at the Robeson and elsewhere with an additional Parents Center which will be funded by Chapter 636 funds. The Coalition, however, intends to provide some additional resources to the Center which are being provided by private sources.. This Center will house the Coalition's School Reform Library and other resources. It will be hooked to the University of Massachusetts Library and Centralized computing via modem, thus providing a wide landscape of access to parents regarding research on school reform issues. Materials will be purchased and loaned to parents from the Library. We intend to tie this Resource Center (because it will be housed in the Community College where the Coalition is housed) to adult literacy resources at the community college. Training of various kinds for parents will also be undertaken here. The adjacent area also houses the School's Magnet Program and its Parent Coordinator which works closely with the Coalition regarding parental involvement. Thus the parents will have their own space which will be available for a variety of activities planned by them and for them. A retired librarian has volunteered to organize the material for the parents.

Charlton Hospital will be fully integrated into the FLC during the next year. We intend to have them provide specific curricular and training on nutrition, avoidance of alcohol and drugs (note the June 23 edition of Education Weeks which cites middle school years as too late regarding drug use) and other issues relating to wellness. We also intend to provide training in conflict resolution for the children and their parents.

We shall continue the intense parental interaction begun in Year I. We will also begin to develop the Family Learning Concept at the present Watson School by accruing data on the two incoming kindergarten families and beginning a series of activities, e.g. mentoring, parental involvement training, etc. as has taken place at the Robeson. The Watson additional will take place primarily during the second semester of the school year.





## 4. OBJECTIVES

To begin implementation of models associated with the FR Strategic Plan for School Reform by:

- a. increasing family participation in school activities and decision-making
- b. increasing community participation in the schools and as a wide-based support to the child's learning environment
- c. increasing awareness of school personnel regarding potential contributions of parents and the community to the child's learning experience
- d. increasing new linkages between community institutions to bring support to the nurturing of children through the FLC concept;
- e. imparting skills to parents, teachers, administrators and the community at large so that there is equal sharing of the learning responsibility throughout the community
- f. creating a climate where children are reaching the standards and goals as adopted in the Strategic Plan

## 5. STAFFING

Outreach worker/program coordinator job description attached in Appendix.

James Wallace Fall River Schools, - resumé attached

Rita Duarte Marinho, Exec. Dir. Coalition for Excellence in Education:  
FR 20000 - curriculum vitae attached.

## 6. EVALUATION

The Center for Policy Analysis at University of Massachusetts-Dartmouth will conduct the program evaluation. It is anticipated that there will be a cross comparison with a designated control group. Objectives will be measured by quantitative and qualitative data. Comprehensive final evaluation will take place during Spring 1994 to allow modification of Year III plans.





#### 4.(b) CHART: PROGRAM OBJECTIVES

**MAJOR OBJECTIVE # A:** Increasing family participation in school activities and decision making.

KEY ACTIVITIES	TIMELINE	PERSON(S) RESPONSIBLE
1. Parent/Family Recruitment	9/01 - 10/15	Outreach Worker
2. Parent Training - Workshops on school based management, parenting skills and substance abuse.	10/15 - 04/15	Program Coordinator (s)
3. PTO Meetings (8 per year)	10/15 - 06/15	Teacher In Charge, Outreach Worker

**MAJOR OBJECTIVE # B:** Increasing community participation in the schools and as a wide-based support to the child's learning environment.

KEY ACTIVITIES	TIMELINE	PERSON(S) RESPONSIBLE
1. Establish Mentor Program (HOSTS Program - Help One Student To Succeed)	10/01 - 12/15	Program Coordinator (s); C.E.E. Program Chair
2. Link health and social services directly to F.L.C. (i.e. Health Van from Charlton Health Services.	09/15 - 02/15	Program Coordinator (s) Outreach Worker
3. Implement Teenage Community Service at F.L.C.	11/15 - 06/15	Serve America Staff and Learning Together Coordinators



#### 4.(b) CART: PROGRAM OBJECTIVES

**MAJOR OBJECTIVE # C:** Increasing awareness of school personnel regarding potential contributions of parent and the community to the child's learning experience.

KEY ACTIVITIES	TIMELINE	PERSON(S) RESPONSIBLE
1. Informationsharing meetings - Teachers, parents, school administrators, school committee, community participants.	11/15 - 04/15	Program Coordinator (s)
2. Newspaper articles and T.V. (local) coverage of F.L.C. activities	09/15 - 06/20	Teacher In Charge, Outreach Worker & Program Coordinator (s)

**MAJOR OBJECTIVE # D:** Increasing news linkages between community institutions to bring support to the nurturing of children through the F.L.C. concept.

KEY ACTIVITIES	TIMELINE	PERSON(S) RESPONSIBLE
1. Establish model family health program for F.L.C. with Charlton Health Services, i.e. Health Van, nutrition program, preventive health services.	10/15 - 02/15	Program Coordinator (s)
2. Coordination of social services for target families at F.L.C.	10/01 - 06/15	Teacher In Charge, Outreach Worker & Program Coordinator (s)





#### 4.(b) CHART: PROGRAM OBJECTIVES

**MAJOR OBJECTIVE # E:** Imparting information to parents, teachers, administrators and the community at large so that there is equal sharing of the learning responsibility through the community.

KEY ACTIVITIES	TIMELINE	PERSON(S) RESPONSIBLE
1. Coalition of Excellence in Education Stakeholders Meeting	03/15 - 03/30	Program Coordinator (s)
2. Informational brochures to schools and community	11/15 - 08/15	Outreach Worker Program Coordinator (s)
3. Media coverage of F.L.C. activities	09/15 - 06/20	Teacher In Charge

**MAJOR OBJECTIVE # F:** Creating a climate where children are reaching the standards and goals as adopted in the C.E.E. strategic plan.

KEY ACTIVITIES	TIMELINE	PERSON(S) RESPONSIBLE
1. Demographic profile of all target F.L.C. families and initial assessment of Watson students.	09/15 - 10/01	U. Mass. Dartmouth Outreach Worker Program Coordinator (s)
2. Individual student, family and community plan for each student	09/15 - 08/30	Teacher In Charge Program Coordinator (s)
3. Establish MIS Data System	01/15	U. Mass. Dartmouth



# FALL RIVER PUBLIC SCHOOLS

Fall River, Massachusetts

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## PLEASE POST

The Superintendent of Schools announces the following position:

### *Community Outreach Worker/Assistant Program Planner*

**Qualifications:** Bachelor's Degree and Counseling and Guidance course work or experience is highly preferred

Ability to work cooperatively with parents, school staff, social service agencies, and students.

Knowledge of community social services resources and business sector.

Previous experience in Federal and/or State aided projects preferred.

Knowledgeable about methods of data collection, statistical analysis, and evaluation design.

Demonstrated strong communication skills, written and verbal, required.

Must be able to prepare written communications, maintain files, and manage a data base.

Must be available occasionally to work evenings if needed for home visitations.

Must have a driver's licence and a car available during working hours.

### **Duties and**

**Responsibilities:** Institute parent involvement and community involvement components that will focus on the establishment of a mentoring advocacy network and the establishment of an on-site Student Service Center.

Encourage parent involvement in the program through outreach and personal contact.

Attend in-service meetings to deal more effectively with students, parents and agencies.

Make an initial home visit to each student's family and subsequent visits as needed.

Deal in a positive, helping manner with parents and children regarding school adjustment problems.





Access appropriate social services and support services for parents and students.

Develop and maintain a Reporting Form and Log for all parent contacts.

Maintain close communication between school and parents regarding school activities that may benefit both students and parents.

Assist in the development of a site-based management governance model at the Family Learning Center(s).

Establish or refer parents to educational opportunities such as Adult Literacy.

Responsible for the development and dissemination of information regarding program and parent involvement progress.

Responsible for collecting, collating and interpreting student gain as provided for in a number of the project's objectives.

Responsible for working in collaboration with national contractor in the development of a descriptive and outcome evaluation.

Responsible for implementing and maximizing program objectives as prescribed in the approved Learning Together: Family, School and Community Partnerships Grant.

Responsible to assist in the day to day operation of the Family Learning Center Program in accordance with school department policies and procedures and Department of Education regulations.

Carry out related administrative tasks as assigned by the school district's Superintendent and the Fall River Coalition for Excellence in Education board of directors to effectively meet the program's objectives.

**Reports to:** Coalition for Excellence in Education: Fall River 2000 Administrative Staff

**Salary:** In accordance with the Learning Together: Family, School and Community Partnerships. Grant # 298-001-3-0095-4 Family Learning Center.

**To apply:** Submit application to  
Coalition for Excellence in Education: Fall River 2000  
c/o Fall River Public Schools  
417 Rock Street  
Fall River, MA 02720

**Deadline:** December 15, 1992



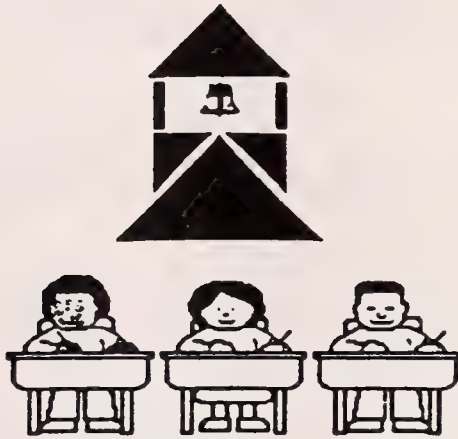
# ADDITIONAL INFORMATION





# FALL RIVER PUBLIC SCHOOLS

## *21st Century Education Today*



*First Family Learning Center to open.  
Be one of the select few to participate  
in this exciting new venture.*

*Family Learning Center*



# GOOD NEWS

## **Robeson Street Family Learning Center (FLC) to Open Soon**

The new concept for 21st century Fall River Schools is about to begin!

The *Robeson Street Family Learning Center* will focus on early childhood development, grades K and 1, and will emphasize the student as an active learner and the teacher as a learning facilitator. Instruction will be individualized and personalized to meet the needs of every student and family.

The FLC will be open from 7:30 A.M. to 5:30 P.M. Optional day-care available in the morning from 7:30 to 8:15 and after school until 5:30 P.M.

It will feature the following:

- Small classes (approximately 15 pupils per class)
- Learning through hands-on activities, including the use of computers and the latest educational technology.
- Latest teaching methods and curriculum.
- A learning environment emphasizing good citizenship and the appreciation of diversity.
- Family involvement in the FLC, including participation in the management of the Center through the Governance Council.
- Additional health and social services.
- Mentoring by members of the business community and the University of Massachusetts- Dartmouth.

A limited number of spaces will be available. Most will be filled through a lottery of those children who voluntarily choose to attend the *Robeson Street Family Learning Center*.

Don't delay! Put your children in small classes and give them the type of education needed for the 21st century!

*For more information about the FLC, please call 675-8367.*

*Family Learning Center*







## *spotlight on* **FALL RIVER**

# New family learning center is model for the school system

By Michael Mello  
Standard-Times staff writer

**F**irst-graders were scattered throughout a room in the Robeson Street Family Learning Center.

Some knelt, others spread themselves on the floor. All were busy, seemingly content working on individual blackboards.

It was a picture unlikely to be seen in most first-grade classrooms in the city due to class size and space constraints.

The new center focuses on early childhood development in kindergarten through second grade. It has the luxury of more individualized attention for its students, all of whom come from the school system's overcrowded classrooms.

Parents will have the opportunity to participate directly in student development at the center, with the help of classroom mentors who will track students' individual needs.

The mentors, who are now being trained, come from the community and the University of Massachusetts Dartmouth. Where necessary, they also will help parents improve their own literacy skills.

School officials hope the center, set up in December, becomes a model that one day will be used at all levels of the school system.

(See SCHOOLS, Page 8)

“

*We have the opportunity here to do more hands-on work with students, something we've stressed in staff development meetings ... Most of the comments we've heard from parents have been positive. Some who've said their kids wouldn't go to school before now can't wait to get here.*

”

— Nancy Travis,  
teacher-in-charge



# ■ Schools

(Continued from Page 6)

Due to an ongoing contract battle between teachers and the city, the center is one of the few new programs set up in the school system in recent months.

Teachers have instituted a work-to-rule order that has them doing only what terms of their expired contracts specify. Many after-school activities normally run or supervised by teachers have been suspended.

Still, all four middle schools in the community continue to offer after-school tutoring programs. The elementary schools also offer numerous after-school remedial programs, says Marjorie Condon, director of instruction for Fall River public schools.

In addition, two private agencies provide recreational programs for pre-teen students.

Citizens for Citizens offers after-school day-care services for 77 students, 13 years old and younger. The Robeson Street facility, located next door to the Family Learning Center, operates on a \$200,000 state-funded budget.

Parents must meet financial guidelines for their children to qualify for the program, which offers mostly recreational activities, with some educational instruction. The individual cost to families is figured on a sliding scale, with maximum weekly costs of about \$66.

Classes run from 1 p.m. to 5:30 p.m. on school days and 7 a.m. to 5:30 p.m. during the summer and school vacations, says Program Coordinator Eloise Lauzier.

Family Services on Middle Street offers similar after-school programs for students from age 5 to 14, says Program Manager Maureen Rodrigues.

The Family Services program costs families a maximum of \$33 weekly.

The program has 90 students and offers educational and recreational activities from 2 to 5:30 p.m. on school days, and from 7 a.m. to 5:30 p.m. during the summer.

Both the Citizens for Citizens and Family Services programs have waiting lists.

While not officially separate from mainstream classes, the Family Learning Center is clearly making use of new educational concepts not yet instituted throughout the system.

"We're taking a holistic approach to the child," says Nancy Travis, teacher-in-charge at the center. "Many of the students are borderline (academically). Their parents felt they needed more one-on-one instruction."

The second-grade class at the center is bilingual, with 23 Cambodian students. All but one were born in often-embattled Cambodia.

On one recent day, the students were learning about Martin Luther King Jr. and his beliefs about non-violence.

Students shared stories about family problems and how they responded.

The teacher stressed the importance of not responding to problems by fighting or with guns, as many of the children saw in their native land.

Mrs. Travis, who has taught middle and elementary school children for 23 years, says the school has a 15-to-1 student-teacher ratio. With other class sizes in the city as high as 30 and no others below 20, she knows the pressure will be on to show the new center will be successful.

"There is some pressure. But it's also exciting," she said recently. "We have the opportunity here to do more hands-on work with students, something we've stressed in staff development meetings" for the entire school system.

"That's part of my philosophy of how kids learn best," she said.

"So far, it's been hectic, and some things are still being set up. Supplies are still coming in," she said. "But most of the comments we've heard from parents have been positive."

"Some who've said their kids wouldn't go to school before now can't wait to get here," she said.





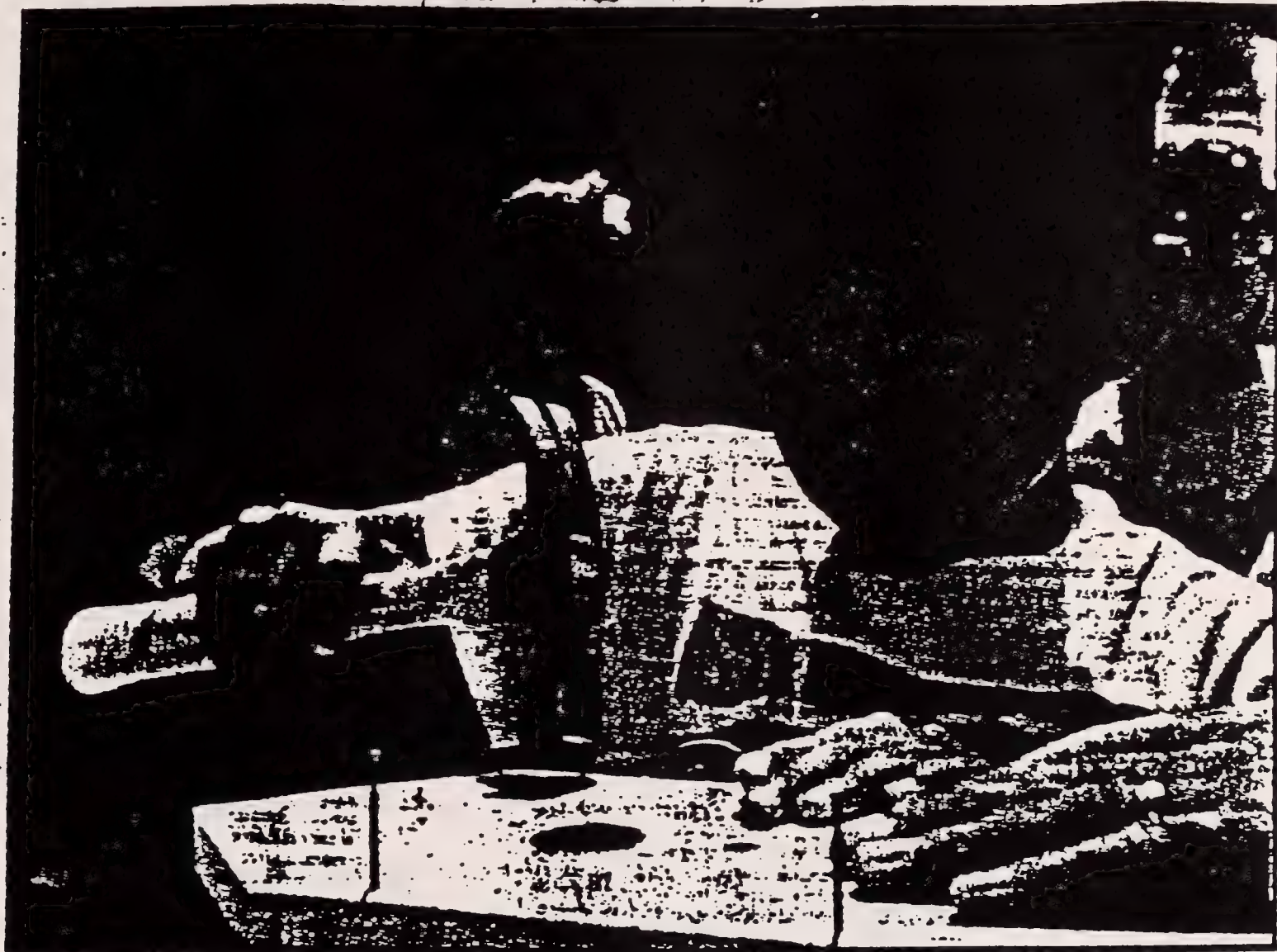


Nancy Travis, teacher-in-charge, works with first graders Andres Tracy, Jessicalae Ipy and Bol Ouk at the new Family Learning Center in Fall River.

Staff photo by Hank Seaman







Herald News Photo by DAVE SOUZA

Billy Murchison, a first-grader at Robeson Family Learning Center, takes his turn hammering nails into a birdhouse with the guiding hand of Mark DeFarias, the father of one of Billy's classmates.

## Carpenter takes kids under his wing

By KATHLEEN DURAND  
Herald News Staff Reporter

FALL RIVER — They hammered, they banged and most of the time they even hit the nail on the head, and it was all for the birds.

Thanks to Mark DeFarias, 15 first-graders in Nancy Travis' classroom at the Robeson Family Learning Center spent Friday morning building two sturdy wooden birdhouses.

DeFarias, whose son Joseph is in the class, is a contractor who builds new homes and additions. He volunteered to

spend part of his day teaching the kids some basic carpentry skills as a follow-up to their nature studies. Travis has taken the class to the Audubon Society sanctuary in Seekonk and on a bird walk at the Children's Museum in Dartmouth. "I grew up without a father," DeFarias explained as he showed the kids saws, hammers, vises and all the tools needed to build a house, for people, not just for their fine-feathered friends.

With the patience he says is needed

Turn to CARPENTER, Page 8





# Carpenter: Takes kids under his wing

## From Page One

as a father of three young boys, DeFarias, who conducted the lesson outside in the schoolyard, let each first-grader take a turn with the hammer. He encouraged and praised each one, even those who rarely managed to connect hammer and nail.

Joseph had the advantage of experience, but he was generous about sharing his dad with classmates less familiar with carpentry. Were the three entrance holes in the birdhouse big enough? Joseph wondered aloud. His dad assured him that they were. Joseph then went on to speculate whether a bird could fly into his mouth — through the gap in his missing front teeth.

DeFarias brought two prefabricated birdhouses to the school so that all the kids had to do was nail the pieces together. But with so many hands involved, the project took more than an hour.

"I'm enjoying it," said DeFarias, adding that the kids' attention level was better than he had expected.

Billy Murchison said it was his first time using a hammer, but he proved to be pretty good at it. "I've made things with my dad," reported Jessica Lee Toy.

"Is it easy, doing your job?" a little girl asked DeFarias. "It can be fun. It can be very hard,"

he replied.

As the kids crowded around, DeFarias emphasized that carpenters need to be able to read so that they can follow blueprints, and they need to be able to do math in order to take measurements. Carpenters have to follow rules and regulations and building codes, he stressed, just as kids have to follow rules in school and will have to follow rules when they grow up.

Andrea Tracy wore a hospital visitor's bracelet on her wrist as she wielded the hammer. Her mother just gave birth to a boy and she was given the bracelet when she went to visit her, Andrea explained.

The Robeson Family Learning Center opened last winter in space the public school system rents from Citizens for Citizens in an effort to reduce class size in crowded elementary schools. Besides the first-grade class, it also houses a kindergarten and a second grade.

Travis said the class will paint or stain the birdhouses and hang them in the schoolyard. "They're nice," said a kindergarten boy who came over to look at the birdhouses.

Since at least 25 percent of her students do not have fathers living with them, Travis said, it was a good experience for the children to have DeFarias spend time at the school.





# **"It Takes An Entire Village to Educate a Child: The Role of Parent Involvement"**

**A Workshop for Parents sponsored by the Coalition for Excellence in Education  
Henry Lord Middle School, Fall River, Massachusetts  
May 12, 1993**

It's time to put children first, in our homes, schools, communities, and nation! There is now a groundswell of advocacy and action on behalf of children and adolescents in America. Everyone recognizes schools can't do it alone. It takes a whole village to raise a child! We need parent involvement and leadership for the children's agenda. The Fall River Coalition for Excellence in Education is a national model of solid local efforts to put children first. Fall River school communities are squarely facing the educational, social, and health risks and choices with which our youngsters are struggling as they move ever-so-rapidly into the 21st century. This workshop is designed to sharpen our focus and enhance our skills in home, school, community collaboration.

## **6:00 Welcome and Framing the Conference**

**Rita Marinho, Executive Director, Fall River Coalition for  
Excellence in Education**

## **6:15 KEYNOTE: "PARTNERSHIP FOR THE CHILDREN'S AGENDA"**

**Jacquelyn G. Sowers, MEd., Consultant, Human  
Resource Development, Health Promotion, and Education**

- o Brief History of Evolution of Parent/Community Involvement with Schools Over the Past Twenty Years
- o Today's Facts of Life That Caring Parents and Teachers Cannot Ignore
- o The Children's Agenda Means More Than the Old 3 Rs
- o Current Nationwide Momentum for Home/School/Community Coalitions to Address the Needs of Youth
- o Partnerships That Work: Strategies for Local Coalition Building
  - "Getting It": Promoting A Compelling Shared Vision
  - "Doing It": Moving People from Concept to Concerted Action
  - "Celebrating It": Spotlighting Joint Efforts and Steps Toward Desired Outcomes

## **7:30 BREAK**

## **7:45 SKILL DEVELOPMENT PRACTICE: What Could Parents and Educators Do Together in the Spirit of Putting Children First?**

Case I	Unsupervised Kids After School!
Case II	Tracking/Untracking!
Case III	Violence!
Case IV	Sex!
Case V	Media Messages!
Case VI	Lead!

## **8:15 Debriefing The Cases: Strategies for Action**

**Identifying the Helps and Hindrances to Effective Parent Involvement**

## **9:15 QUESTIONS AND DISCUSSION**

**9:30 Brainstorming Skills We Need: Ideas for Future Skill Development Sessions**

**9:50 Reaction Sheets**

**Workshop Wrapup**

**10:00 ADJOURNMENT**

**Conference Sponsor:**  
Fall River Coalition for Excellence  
in Education, 64 Durfee Street,  
Fall River, MA 02720  
(508) 672-1821

**Conference Facilitator:** Jacquelyn G. Sowers, MEd.  
Sowers Associates  
One Park Avenue  
Hampton, NH 03842  
(603) 926-0744



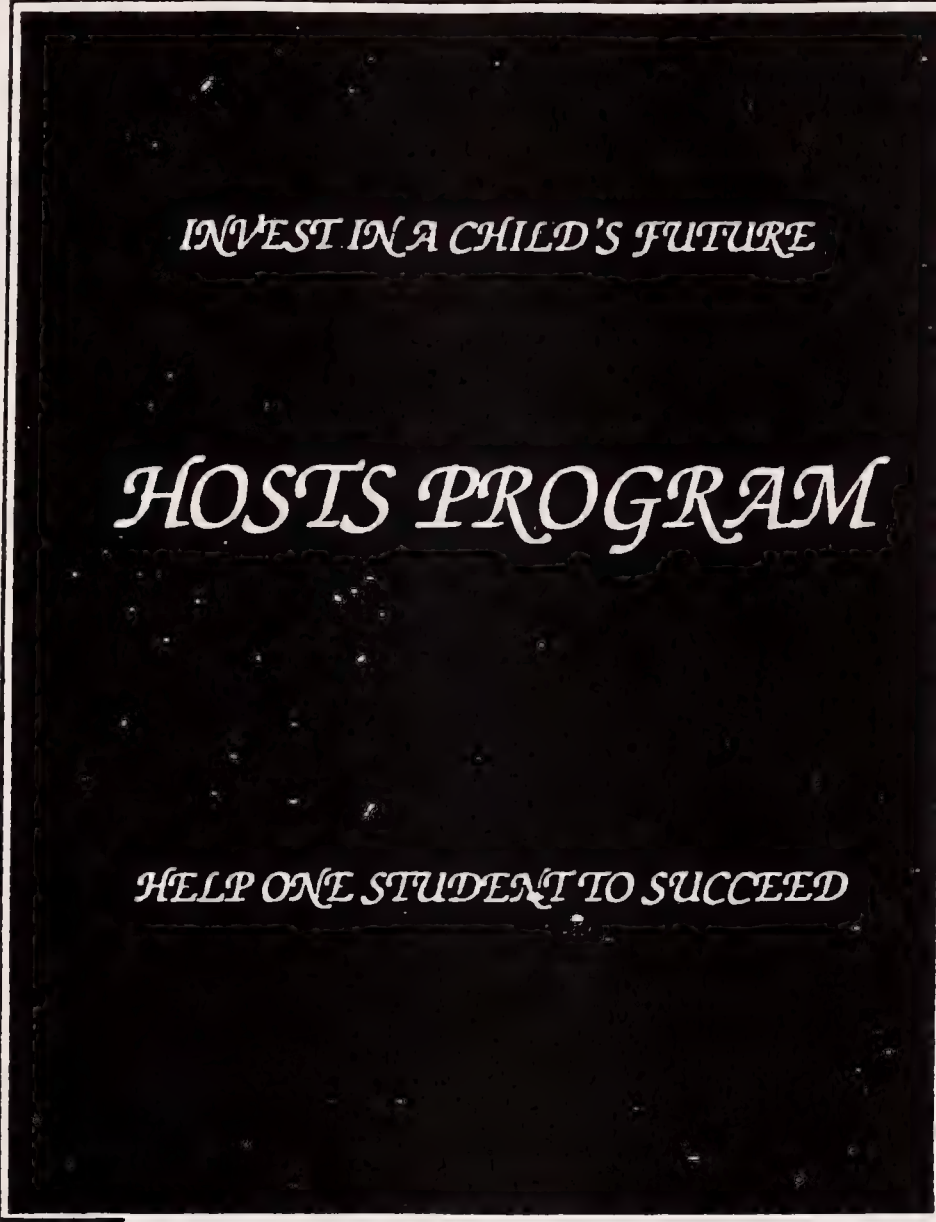


## **Goals for This Workshop**

Parent participants will have opportunities to:

1. be updated on current trends in parental involvement in school and community
2. confront current statistics on the risks our children face that impinge upon their ability to learn, live, and grow into responsible, productive adulthood
3. hear evidence of the nationwide momentum to invest in the health, education, and social surround of children, adolescents, and young adults
4. consider key elements in home-school-community coalitions that work, including some specific tips for encouraging strong parent involvement
5. practice skills in applying principles of coalition-building to real-life case studies
6. debrief case analyses and discuss the challenges and promises of concerted action for children
7. identify the existing helps and hindrances to parent involvement
8. identify needs for future skill development workshops
9. meet and network with other parents and community leaders
10. leave with renewed commitment to personal action toward promoting positive parent involvement and collaborative home-school-community efforts on behalf of children and youth









## hy a Mentoring Network?

Our children need help. Many Fall River children are from troubled families which are isolated from the larger community. The complexity of today's society demands that the responsibility for the education of our children belongs to all of us. Children are our most precious resource. Our survival as a nation depends on how well we nurture and educate them.

## hy Mentor?

By offering to a child friendship, guidance and a positive perspective on life, mentor programs clearly show that someone cares. Making a connection means to gain the trust of the child and foster mutual respect. The message the mentors provide is important. "You are worth my time and effort because you are a valuable human being. And I can offer you by the example of my life ways to expand your horizons and to increase the likelihood of your success."

## ho are Mentors?

Mentor Programs attract people from every conceivable background, representing every socioeconomic level: blue-collar workers, white-collar professionals, school volunteers, professionals from the community, college students, and retired people, to name a few. Volunteers come from large corporations, small businesses, church groups, utility companies, hospitals, charitable institutions, and mom and pop stores.

## ther mentoring programs in Fall River.

The Fall River community has several successful mentoring programs, each with its specific goal. For many years, Big Brothers/ Big Sisters has successfully run a comprehensive one-on-one mentoring program. "The Mentor Program" at Durfee High School provides shadowing opportunities to enhance student's career information.





## How Can Employers Support Mentoring?

- ☐ Provide opportunities for recruitment of mentors
- ☐ Assign mentoring as a priority for community service and include it in personnel evaluations
- ☐ Grant employees specific release time to mentor (ex. four hours per month)
- ☐ Ask Human Resource Personnel to assist the Coalition in the recruitment and screening of mentors
- ☐ Contribute financially to the Coalition so that it can continue to develop mentoring programs

## THE HOSTS PROGRAM

**H**elp **O**ne **S**tudent **T**o **S**ucceed

HOSTS is a school-based tutoring program. Mentors will interact with the children in their classroom during school hours. Mentors will assist children with projects which are developed by their teacher as an integral part of the curriculum. Some mentors may work with children during an extended-day tutorial program. The mentor's role is not only to help the children raise their grades, but also to improve the children's attitude and increase their self-confidence and pride.

The HOSTS Program includes a comprehensive screening and training program for all volunteers.







## **WANT TO VOLUNTEER?**

### **Contact**

**John Hubbard, Chairperson, CEE Mentoring Network**  
**or**  
**Rita Marinho, Executive Director, CEE**

### **Coalition for Excellence in Education**

**64 Durfee Street**  
**Fall River, MA 02720**  
**(508)672-1821**







# HEALTH AND SOCIAL SERVICES TRANSFORMATION MODEL



FALL RIVER: 2000

## Education

- Comprehensive Health Education and Human Services Proposal
- Health Education Curriculum Development
- Wellness Training: Staff, Students, Families
- Educational Videos

## Charlton Memorial Hospital Fall River Public Schools Partnership

## Delivery

- School-Based Clinic
- Social Services
- Health Van
- Youth Public Service
- Robeson Family Learning Center

## Advocacy

- Coalition for Excellence in Education
- Networking/Collaboration
- Public Relations
- Management Information Systems
- Research and Grants





# James Albert Wallace, Jr.

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## RESIDENCE

293 Robert Street  
Westport, MA. 02790  
Tel: (508) 636-5639

## BUSINESS ADDRESS

Fall River Public Schools  
417 Rock Street  
Fall River, MA. 02720  
Tel: (508) 675-8367  
Fax: (508) 675-8488

## PROFESSIONAL EXPERIENCE

- Present**                      **Equal Educational Opportunity Planner**  
Fall River Public Schools.  
Responsible for Chapter 636 "Schools Of Choice" Magnet Education Program and continued planning and development of dropout prevention activities. Total Funding: \$2,850,000.
- 1981 - 1985**                      **Elementary School Principal**  
Fall River Public Schools - William Connell School
- 1978 - 1981**                      **Research & Planning Specialist**  
Fall River Public Schools.  
Directed an on-going program of school system evaluation and coordination of data collections in response to State and Federal requirements for the Fall River School Department. Coordinated the preparation and updating of a multi-year master plan that included educational program planning and development, facilities planning, and demographic and financial projections.
- 1975 - 1978**                      **Administrative Assistant**  
Fall River Public Schools - Federal and State Projects  
Responsible for planning, writing, managing and evaluating federal and state education programs: i.e.  
Magnet Education Pilot Program, funded by State Division of Equal Educational Opportunity, Chapter 622  
Project C.O.P.E. funded by Department of Labor (C.E.T.A.), City of Fall River, local sponsor
- 1969 - 1975**                      **Federal Program Instructional Coordinator/Director**  
Fall River Public Schools.  
"Project Process" - a federally funded, Title 8, dropout prevention program, one of only ten national demonstration models. Total funding - \$1,645,800.
- 1962 - 1969**                      **Teacher**  
Fall River Public Schools - Watson School, Grade 8



## OTHER PROFESSIONAL EXPERIENCE

Present	<p><u>Educational Grants Writer (State/Federal/Private) and Program Developer:</u> i.e. Chapter 188, Essential Skills Dropout Prevention Planning and Implementation Grants, (Fall River Futures), Multi-year Commonwealth Inservice Institute Grant, Commonwealth Inservice Institute Grant, Fall River Voluntary De-Isolation and Educational Improvement Plan, Chapter 636, Fall River Inter-District Planning Grant "Schools of Choice Program", National Foundation for the Improvement of Education Grant, School Dropout Demonstration Assistance Program, New Generation of American Schools - FOCUS 21, Serve America, Learning Together</p> <p><u>Coalition for Excellence in Education Board of Directors - Educational Liaison, Fall River Public Schools</u></p> <p><u>Massachusetts Urban Superintendents Consortium Chapter 636 Steering Committee - (Chairman)</u></p> <p><u>Bristol County Regional Employment Board - Department of Labor Southeast Region Grant Proposal Review Committee</u> Education Committee (Chair )</p> <p><u>Fall River Public Schools Site-Based Management Planning Committee,</u></p> <p><u>Fall River Futures - Executive Council</u></p> <p><u>Fall River Council for Substance Abuse Prevention</u></p> <p><u>Fall River Task Force - School Building Needs Committee, Education Forum Committee; Coalition for Excellence Design Team</u></p>
1984 - 1989	<p>Fall River Public Schools/Massachusetts State Department of Education Administrative Committee for Dropout Prevention, Southeast Massachusetts Region - (Chairman )</p> <p><u>Eastern Massachusetts Regional Education Council - Massachusetts State Department of Education</u></p> <p>Boston University Graduate School of Education ( Guest Lecturer)</p> <p>Fall River School Committee Sub-Committee on Policies (1989)</p>
1977 - 1983	<p>Coordinator of Fall River Public Schools Redistricting and Reorganizational Plan, Assisting in Research &amp; Development and Planning for Fall River Public Schools.</p>
1969 - 1978	<p>Bristol Community College, Evening Division, Economics Instructor Southeastern Massachusetts University, Graduate School, Instructor</p>
1962 - 1969	<p>Coordinator - Chapter I Summer Program - Small School</p> <p>Freshman Coach - Baseball, Basketball, Track - Watson School</p> <p>Adult Basic Education Instructor, Fall River Public Schools</p>

## EDUCATIONAL BACKGROUND





- 1970 - 1990      Bridgewater State College, Salem State College, University of Massachusetts, and University of Rhode Island - Graduate Schools of Education; earned forty-five post graduate credits.
- 1962 - 1967      Bridgewater State College, Graduate School of Education - Master's Degree of Education (M.Ed.)
- 1958 - 1962      Stonehill College, North Easton, MA; Bachelor of Arts Degree; Major - Economics; Minors - English, History, Philosophy, and Education.
- 1955 - 1957      B.M.C. Durfee High School, Fall River, MA

**Massachusetts Teacher Certification Number : 44916**

**Areas of Certification**

- 01 Elementary Education
- 11 Secondary English
- 14 Secondary Social Studies
- 81 General Supervisor
- 82 Elementary Principal
- 83 Secondary High School / Jr. High School Principal
- 85 Superintendent /Assistant Superintendent of Schools

**PROFESSIONAL ASSOCIATIONS**

Samaritans of Fall River & New Bedford - Board Of Directors

National Association for Supervision and Curriculum Development

Fall River Administrators' Association

Fall River Educators' Association - President (1967 -1969)

Regional Laboratory for Educational Improvement of the Northeast and Islands

Fall River Coalition for Educational Excellence - Board of Directors

**CONFERENCE PRESENTATIONS**

United States Department of Education - Strategy Meetings on Choice in Education - East Harlem, New York and Charlotte, N.C. (1990)

International Conference on Magnet Schools - (Keynote Speaker)  
"Controlled Choice In Massachusetts" - Indianapolis, Indiana (1989)

Regional Conference on Magnet Schools (Southwest) - "Equity and Excellence of Controlled Choice in Fall River" - Los Alamitos, California (1988)

Connecticut Association of Boards of Education, Inc. - "Fall River Schools of Choice Program" - The Hartford Graduate Center, Hartford, Conn. (1988)



U.S. Department of Justice - New England Conference on Current School Issues -  
"Dropout Prevention Strategies, Fall River Public Schools" - Newport, R.I.  
(1987)

Massachusetts Department of Education - State Conference on Diversity and Choice - "The  
Fall River Plan" - Worcester, MA. (1987)

## **HONORS, AWARDS, RECOGNITION**

Coalition for Excellence in Education, Fall River 2000 - recognition for participation in the development of the Lifelong Learning Strategic Plan. Adopted by the Fall River School Committee, 1993.

Fall River Task Force, Inc. - Recognition for participation in the development of the Fall River Public Schools' Building Needs Update, "The Ganbatt Report," 1991.

Secretary of U.S. Department Of Education, Lauro Cavazo - Recognition for participation in Regional Strategy Meetings In Education, 1990.

Governor of Massachusetts, Michael S. Dukakis - Recognition for planning School Choice Meeting and Press Conference in the City of Fall River and Presentation for the State Board Of Education on "Inter-district Schools Of Choice Planning."

School Department Commendation for participation in the Leadership Institutes I and II.

Fall River Junior Chamber of Commerce - DISTINGUISHED SERVICE AWARD for Outstanding Contribution in the Field of Education

School Committee Commendation for Study and Development of a Comprehensive Ten Year School Building Needs Program, 1985.

## **REFERENCES**

John R. Correiro	Superintendent of Schools, Fall River Public Schools
Charles Glenn, Ph.D.	Director, Office of Educational Equity (1990-1991) Massachusetts Department of Education, Boston University, Administration, Training and Policy Studies Department, Graduate School of Education
Joseph Rappa, Ph.D.	Superintendent of Schools North Attleboro Public Schools
Jack W. Fyock	President, Coalition for Excellence in Education Vice President, J&J Corrugated





Rita Duarte Marinho, PH.D.  
A/K/A Rita Moniz

**Current Position:** Professor of Political Science  
University of Massachusetts Dartmouth  
North Dartmouth, MA 02747  
(508)999-8371

**Personal:** Born 10/11/42  
Who's Who in America - 1991  
Owner-Elegance of Martha's Vineyard, woman's clothing  
store

**Education:** PH.D. in Political Science, Brown University  
(1979)  
Major Field: American Government and  
Politics  
Major Field: Social Science Methodology  
Minor Field: American Foreign Policy  
Dissertation: A Comparative Micro-  
Analysis of Portuguese Ethnic  
Political Behavior: New Bedford,  
Massachusetts and Providence, Rhode  
Island

M.A. in Political Science, Brown University  
(1975)  
B.A. in Political Science, Southeastern  
Massachusetts University, summa cum  
laude (1974)  
Minor: Education

Attended George Washington University  
New Bedford High School, with highest  
distinction,  
College Curriculum  
Classical Preparation

**Academic Honors** Senior Research Fellow, Center for Policy  
Analysis  
University of Massachusetts Dartmouth  
1985-1989  
Brown University Fellowship  
Southeastern Massachusetts  
University Dean's List  
National Honor Society  
Jonathan Bourne Essay Prize  
National High School Poetry  
Anthology  
(Best of '60's).



- Current:** Executive Director, Fall River Regional Task Force, Inc. On a consulting basis, directs activities of privately funded group of community leaders. The Task Force is a public/private coalition which functions as a resource to facilitate the identification of and solutions to community problems and issues. Professional responsibility for reorganizing municipal government. Coalition for Excellence in Education F.R. 2000-Comprehensive restructuring of public school system.
- 1988-Present** Professor of Political Science  
Teaching responsibilities include Fundamentals of Political Behavior Politics and Media, Ethnic Politics, Quantitative Methods Sex Roles and Politics. Woman as Citizen.
- 1982 - 1987** Associate Professor Political Science  
Promoted from Assistant with only four years in rank.
- 1981-1983** Administrative Director of Women's Studies  
Responsible for budget proposals, five-year plan and implementation, liaison with academic departments, advising students, attending conferences, supporting integration of curriculum, hiring faculty, writing newsletter, planning brochures, grant-writing, attending chairperson's meetings, setting overall policy of program with faculty and students.
- 1982-1983** Special Assistant to the President  
Representing President at various functions, answering correspondence, reviewing legislation and setting priorities for political activities, proposal writing in areas like Office of Institutional Research, organizing and administering task forces on student recruitment, enrollment and retention, liaisons with departments and deans on behalf of the president, giving counsel on general university policy, primary responsibility for internal crisis management.
- 1978-1982** Assistant Professor of Political Science UMD
- 1978-1980** Assistant Professor of Political Science, UMD  
Teaching Associate, Brown University
- 1978-1980** Director UMD-CETA Evaluation Project Overall administration of evaluation of Title I and Title II programs for City of New Bedford and City of Fall River Consortia Supervision and training of interviewers, coding





1978-1980	Con't:	data, data analysis, writing reports, budget preparation and supervision, liaisoning with planners at consortia and Department of Labor state personnel.
1977-1978		Teaching Associate, Brown University Teaching Assistant, Brown University Visiting Lecturer, UMD Director, UMD-CETA Evaluation Project
1976-1977		Teaching Assistant, Brown University Computer Consultant, Brown University Liaison with Computer Center for Political Science Dept. assisted students for Computer related activities (SPSS)
1975-1976		Teaching Assistant, Brown University
1975		Summer Tutoring and Substitute Teaching in New Bedford Public Schools (K-12) including Bi-Lingual Program (Portuguese)
1974		Taught typing to Enrichment Classes
1966-1972		Identification Role: Wife and Mother
1964-1966		Public Relations, New England Telephone Service. Representative - responsible for customer relations, record-keeping for billing purposes and taking equipment orders.
1961-1964		Administrative Assistant to President, D.C. Transit System, Inc., Washington, D.C. Functioned as a social secretary, planning social events, from small dinners to hundreds, supervising menus, floral arrangements, service personnel, etc. Office of the General Counsel, D.C. Transit System Inc. Lesser & Lesser, Attorneys, Washington, D.C., secretary
1960-1961		D.C. Office Equipment, Co., secretary George Washington University, PBX operator





**Fall River Public Schools**  
**417 Rock Street**  
**Fall River, Massachusetts**  
**John R. Correlto, Superintendent**

**Published by: Magnet "Schools of Choice" Program**



# **Coalition for Excellence in Education:**

## **Fall River 2000**

**A Life-Long Learning Strategic Plan  
for the Implementation of**

## **Goals 2000: Educate America**



**Adopted by the Fall River School Committee, March 16, 1993**

**"A suggested educational plan which envisions Fall River  
as a learner-centered community with new institutional  
relationships that strengthen the supports for  
our children and families."**

**Focus 21**



111

12



It is now the year 2040. I still live in Fall River, Massachusetts. My first job was with the National Geodetic Administration which established its New England branch office in the city because of the caliber of entry-level workers. I teach in a learning center and direct the Fall River Cultural Center. I have just completed my fifth term on the Fall River City Council and, although I am very busy, I serve as a mentor and advocate at the FLC near my home. My two children attend the nearby University. They learn through interstellar quark discs, and laugh when I tell them about our fiber optic network. One brother has just been awarded the contract to build a new learning center. Another brother owns one of the area's finest restaurants, which specializes in Portuguese cuisine. My third brother works with my oldest brother and is the landscaping engineer on his construction projects.

Fall River has become a "break-the-mold" community, a world model for education. Our Education Institute is world famous — as a new model for education administration, as a leading teacher (learning facilitator) preparation institution, and as a community enterprise, where business and labor, government, parents and families all share responsibility for our children's education.

The median education level in Fall River has increased from 9.3 to 13.5 years during the last five decades. Six fortune 500 companies have located branches in the city. Things have definitely turned around. And our community continues to change, improve, grow, and flourish.

# Fall River School Committee

## 1992 CHAIRPERSON

Mayor John R. Mitchell

## VICE-CHAIRPERSON

Dennis A. Poole

## MEMBERS

Gregory A. Brilhante

Patrick J. Foley

Thomas M. Gibney

Robert Maynard

Juliet L. Raposa

## SUPERINTENDENT OF SCHOOLS

John R. Correiro

# COALITION FOR EXCELLENCE IN EDUCATION(C.E.E.): FALL RIVER 2000

## Administrative Steering Committee

### Co-Chairs

*Julien F. Paul,*

President, Fall River Regional Task Force  
President, Computer Security Systems

*Frederic C. Dreyer, Jr.,*

Chair, Greater Fall River Chamber of Commerce & Industry  
President and CEO, Charlton Health Systems

### Members

*John R. Carreiro,*

Superintendent of Schools

*Kathleen A. Harrington,*

Executive Director, John Boyd Center for Child Care and Dev.

*James C. Calkins,*

Director, Bristol County Training Consortium

*Thomas P. Murray,*

Thos. P. Murray, CPA  
Chair, Fall River Chamber of Commerce, Education Committee

computer called "Gideon's Trumpet." I didn't understand all of it, but my mentor afterwards that "life, liberty and happiness were important human rights, and that people better vote." That's what my parents will be able to do soon. The judge will swear in all the new citizens at the Family Learning Center. We will learn more all about what that means in the next several weeks. My brother, Fernando, as part of his community service project, is helping make arrangements to cater the celebration.

The results from my standardized tests just came in. Our progress reports are based on the national assessments administered by the Department of Education as part of the AMERICA 2000 program, and on an individual assessment of each student's achievement and understanding. Our parents are also assessed. Those combined assessments, known as the Fall River Report Card, post the performance of every FLC in the system. The Research and Development program of the Education Institute tracks the data and our progress. Since FOCUS 21, which began in 1992, Institute tracks the data and our progress. The dropout rate at the high school is now just under 5%. The literacy rate of the population has increased at a steady five percent per year, and attendance at local theaters and concerts has increased at the same rate. Our progress — and my family's, too — is also demonstrated through our personal/family portfolios where we keep copies of all our individual and family projects and other work.

All parents in Fall River may choose which of the four intermediate level learning centers their children will attend. That will be difficult for me — the choices are all high quality. I visited them with my family to choose one for my older brother. One Intermediate Family Learning Center has a micro-society based curriculum; another is a technology-based center; another emphasizes applied skills in arts and crafts; and still another is an international learning center. When we visited the technology-based center, I was intrigued by the Columbus project. Four students were talking with the teacher about the assigned group reports on Columbus' life and times. The students used the multimedia station in the room, located and loaded the CTV videodisc, and opened "Showmaker." They quickly completed a search on the word "Columbus," and watched one of the video clips which they found. They expanded their search to include "Spain" and "New World". Then they divided up their work, each assembling a portion of the group presentation.

I am interested in attending college. One brother is about to enter the Academy (formerly known as the high school). Having overcome his analytical skills (math) problem, he will attend the Technology Program and is interested in construction engineering. He will spend a good deal of time at Bristol Community College. When he receives his diploma, his skill level will be equivalent to what was called an Associate's Degree back in 1990.



to teach after his retirement the following year. Mother was selected to participate in an Institute R & D project to evaluate the progress of the Family Learning Center programs. She worked with famous professors from important universities who were involved in FOCUS 21.

When I was at the Getting Ready Level, my friends and I conversed in both English and Portuguese, as the Center's bilingual program began language instruction for English-speaking children at an early age. I was learning English fine, but my friends had trouble with Portuguese and asked me to help them — we work well in teams.

I receive regular physical and dental checkups in the clinic which operates one day each week at the Center. I also eat two or three meals a day there, depending on my family's needs. My father spends many hours at the Center during his unemployment, completing a literacy program and then an Academy Certificate (like the old GED, but personalized to each individual's needs, and well respected by business and the military). He wants to begin his own landscaping business and is acquiring business and computer skills by attending workshops at the FLC offered through the Small Business Development Center from U. Mass.-Dartmouth. My mother is also enrolled in an Academy program, but she wants to become a teacher's assistant so her time is divided between the Academy and Bristol Community College.

Although my father studies hard, mother learns easier and faster than he does. He sometimes becomes discouraged and drinks too much. Mother recently went to an Al-Anon meeting at the Center for guidance and help with this problem.

When I was five, a young woman who worked at a bank became my mentor. She was released from work for up to four hours every two weeks to volunteer at the Center, read to the children, and meet with me alone. I would tell her "secrets" that I didn't want ANYBODY to know. When my Cambodian friend told me she didn't celebrate Christmas, I was confused. My mentor explained about Buddha and I was eager to tell my family about this different religion.

I will have the same teachers for several years. Rather than being "taught" discrete subjects, our teachers organize learning experiences that combine several subjects, provide "hands-on" experiences, and make us think. The teachers regularly participate in professional development programs at the Education Institute where they learn new techniques and ideas. When our Principal left, a Master Teacher temporarily filled-in and a retired business executive volunteered her time to help manage the FLC until a replacement was found.

My parents will become U.S. citizens in a few weeks. I occasionally attended citizen preparation classes with them and remember asking my "social studies" teacher about the Bill Of Rights. She brought up a really old movie for me to watch on the

## Design Implementation Committee

**Frederic C. Dreyer, Jr.,**  
Chair, Greater Fall River Chamber of Commerce & Industry  
President and CEO, Charlton Health Systems

**James C. Calkins,**  
Director, Bristol County Training Consortium

**John R. Correiro,**  
Superintendent of Schools

**Peter Cross,**  
President, Fall River Educators Association

**Arthur DeAscentis,**  
Partner, Law Firm of Bogle & DeAscentis

**Patrick J. Foley,**  
Fall River School Committee Member

**Kathleen A. Harrington,**  
Executive Director, John Boyd Center for Child Care and Dev.

**Thomas P. Murray,**  
Thos P. Murray, CPA  
Chair, Education Committee,  
Fall River Chamber of Commerce and Industry

**Julien F. Paul,**  
President, Fall River Regional Task Force  
President, Computer Security Systems

### Staff to CEE: Fall River 2000

**Rita Marinho Moniz,**  
Executive Director, Fall River Regional Task Force, Inc.

**James A. Wallace,**  
Director, Magnet "Schools of Choice" Program  
Fall River Public Schools



# Coalition for Excellence in Education Subcommittees

## Parental Involvement

Chair, *Betty Calise*, Principal, Somerset No. Elementary School

*Patricia Auerbach*, Public Information Representative, Eastern Edison

*Ed Boyer*, Attorney

*Joseph A. Bullock*, Teacher, Morton Middle School

*John Connell*, Superintendent, Diman Regional Vocational Tech. H. S.

*Fred Houle*, Parent/Community Liaison, Magnet Education

*Deborah Jezak*, Parent, Highland Elementary School

*Bill Kaylor*, Teacher, Physical Education

*Collette O'Halloran*, Parent, Co-Chairperson, Magnet Citywide Council

*Angel Occhuiti*, Parent, Letourneau Elementary School

*Robert Pearson*, Past Co-Chair, Magnet Citywide Parents Alliance

*Deborah Pierce*, Parent, Osborn Elementary School

*Dennis Poole*, School Committee Member

*Tamra Raymond*, Parent, Co-Chairperson, Magnet Citywide Parent Council

*Sam Rinh*, President, Cambodian Community Organization

*Sandra Saucier*, Parent, Kuss Middle School

*Rebecca St. Pierre*, Parent, Tansey Elementary School

*Dee Therrien*, President, S. O. S.

*Linda Viana*, Teacher, Healy Elementary School

*James M. Waring*, Teacher, Kuss Middle School

*Russ Wilcox*, Vice-President, Fall River Five Cents Savings Bank

*Catherine Zak*, Parent, Beisle Elementary School

## Social Services

Chair, *Arthur DeAscentis*, Partner, Law Firm of Bogle & DeAscentis

*Susan Booth*, Executive Director, TOPPS

*Eduard Costar*, Administrator, Fall River Public Schools

*Dan DeCarlo*, City Planner, City of Fall River

*Margot Desjardins*, Superintendent, Westport Public Schools

## OUR VISION

**Maria Theresa's Fall River Learning Experience**  
*Fall River, Massachusetts*  
*The Year 2000*

My name is Maria Theresa and I am six years old. I was born in 1994, one year after my parents immigrated to Fall River, Massachusetts from the Azores. My father, Manuel, works as a seasonal landscaper and is unemployed about five months every year. My mother, Alda, stitches in one of the last needle-trade factories in the city. Both have an education, acquired in the Azores, equivalent to the traditional American sixth grade. Although they speak some English, Portuguese is still spoken in our home. My parents work hard and don't want to be on welfare. They hope for a better life for me and my three older brothers.

When my mother became pregnant, her doctor asked permission to notify the neighborhood Family Learning Center (FLC). An outreach counselor soon called my mother to explain the services offered by the Center, including: a nutrition and exercise program, a childbirth program, a parenting program, and arrangements for child-care beginning at six weeks. Learning that my parents were immigrants, the counselor also explained the availability of literacy and citizenship preparation classes.

So my mother could continue working, I was placed in the FLC nursery six weeks after I was born. I received expert and loving care from the staff, which included students from the Early Childhood Center at Bristol Community College and people from the Grandparents Program who became like an extended family to me. My brothers were enrolled in "after-school" programs chosen by my parents from many available. My oldest brother, who was having trouble with math, became a whiz at backgammon. My middle brother, who loves gardening like my father, almost took over the greenhouse that is part of the Center's science program. My youngest brother, who is fond of cooking, learned fractions by figuring out recipes, and became the best brownie maker in the East End. We apply our learning to real world responsibilities.

My mother became involved with the Parents Council when I was about three years old. She enrolled in the Parent's Program at the Education Institute to become eligible for election to the FLC's Management Team. Her Certificate Program included training in small group decision-making, strategic planning, governance of policy-making boards, understanding local politics, and several programs about education, curriculum, learning styles, and site-based management. At the Institute she met several teachers taking courses offered by the Professional Development Program. She was surprised to encounter her factory manager who was preparing



Schools), the National Center on Education and the Economy (High Skills, Low Wages), the American Business Conference (The Vital Link), the Departments of Labor, Education and Commerce (Building A Quality Workforce, Workforce 2000, America 2000) and the writings of the major business associations (NAB, The Business Roundtable, the Chamber's Center for Workforce Preparation and Quality Education. Our thinking about accountability was shaped, in part, by Peter Senge (The Fifth Discipline). Ultimately, our design reflects our own best thinking, and choices best for our children and our community

## **COSTS OF OUR DESIGN**

The costs of our design, \$5,900 per learner (excluding construction), are within our Commonwealth's per student annual expenditures of \$6,170. Appropriate waivers of regulations of contracts will be accomplished.

## **HOW WE WILL KNOW IF IT WORKS**

Our design is built around the premise of accountability for all stakeholders. Our Education Institute, our community's institutions, and selected outside evaluators will continuously monitor progress, identify mid-course corrections, and track outcomes. We will use all means of self-assessment, from the informal, anecdotal accounts, to the structured management assessments (a process evaluation), to the most important assessments of impact on all stakeholders, longitudinal studies, and cost/benefit analyses. We will hold ourselves accountable through a Community Report Card, learner and family portfolio assessments, employability certificates, and of course, public sentiment, and the marketplace.

## **HOW WE WILL PERSUADE OTHERS TO PUT DESIGN INTO PLACE**

Our design and our process will be fully documented, with the assistance of the Education Institute, which will become a world-class education transformation institute. Our outreach strategy relies on multiple mechanisms (mass media, written materials, videos, etc.) and multiple national business and education organizations, to get the word out in pyramidal fashion, and to back it up with management and technical expertise on demand.

## **CONCLUSION**

It is the year 2002. Fall River has become a "break the mold," community. Our Family Learning Centers have grown city-wide and spread country-wide. Our Education Institute is world-reknown as a new model for education administration, facilitation and support. Ours is a learning community, and learning is a community enterprise. And we're not done yet!

*Gerry Fallon*, Teacher, Kuss Middle Schools

*Tom Gecewicz*, Director of Public Health, City of Fall River

*Tom Gibney*, School Committee Member

*Maria Guerra*, Executive Director, Youth Opportunities Ltd.

*Jason Lebeau*, Student, Bristol Community College

*Skip Mailloux*, Teacher, Talbot Middle School

*Tom McGill*, Director, Fisher Junior College

*Tammy Mello*, Student, Bristol Community College

*Mark Montigny*, President, Fall River Chamber of Commerce

*Susan Mullen*, Teacher, Diman Regional Vocational Tech. H. S.

*Anne Pacheco*, Bookkeeper, Boyd Early Childhood Center

*George Pontes*, Parent, Henry Lord Middle School

*Pedro Teixeira*, Student, Diman Regional Vocational Tech. H. S.

*Donna Viveiros*, Teacher, Letoumeau Elementary School

*Ralph Ward*, Personnel Director, Polaroid Corporation

## **Adult Literacy & Lifelong Learning**

Chair, *Janice C. Motta*, Dean of Continuing Studies,  
Bristol Community College

*Lucille Antaya*, Interfaith Council Representative

*John Carlson*, Parent, Slade Elementary School

*Jane Constant*, Librarian, Durfee High School

*Merle Coughlin*, Director, Adult Learning Center, B. C. C.

*Joan Darcy*, Teacher, Highland Elementary School

*Joseph Deck*, Interim Chancellor, UMA-Dartmouth

*Joanne Dumont*, YMCA Program Director

*Colleen Franco*, Parent, Small Elementary School

*David Greer*, Past Dean, Brown Medical School

*Robert Mercer*, Special Education Coordinator

*Susan Moe*, Teacher, Kuss Middle School

*Ricky Sahady*, Director of Teachers' Center

*Robert J. Shaker*, Treasurer and CEO, Sullivan-Foster, Inc.

*Janet Sinkovich*, Teacher, Dubuque Elementary School

*Stewart Washburn*, Consultant



## School Assets and Technology

Chair, John Hubbard, Past President and CEO, Bank of Fall River

Guy Archambault, Executive Director, USS Battleship Massachusetts

John Camara, Student, Diman Regional Vocational Tech. H. S.

Sixteen Camara, Fall River City Councillor

James Carey, President and CEO, Slade's Ferry Trust Co.

David Dunn, Principal, Green Elementary School

Paul Gelzinas, General Manager, WSAR Radio

Joanne McGuinness, Principal, Spencer Borden Elementary School

Carol A. Medeiros, Parent, Doran Elementary School

Richard Mercer, Parent, Davol Elementary School

Daniel Raposa, Director, Buildings and Grounds, F. R. Public Schools

John Souza, Director, Business and Administration, F. R. Public Schools

Herbert Tracy, Teacher Osborn Elementary School

Dale Whitty, Assist. Dir., Human Resources, Charlton Memorial Hospital

Mary C. Wilbur, Teacher, Fowler Elementary School

## Community Involvement

Chair, Richard Stuckey, former Vice President, Gold Medal Bakery

Helen Babin, Interfaith Council Representative

Joyce Chicca, Teacher, Durfee High School

Lisa Delaney, Editor, Fall River Herald News

Brad Durfee, Vice Pres., Greater F. R. Chamber of Commerce & Industry

Eileen Farley, President, Bristol Community College

Irving Fradkin, President, Citizens Scholarship Fund

Cheryl Furze, Teacher, Davol Elementary School

Glenda Goldberg, Work Experience Teacher, Durfee High School

Ray Hague, President, Citizens Task Force

Donald Howard, Dean of Students, UMA - Dartmouth

Eduard Lambert, State Representative

Robert Lavoie, President, Eastern Edison

Beverly Letendre, Teacher, Lincoln Elementary School

Richard Pardo, Director of Bilingual Education, F. R. Public Schools

Louis Pettine, Parent, Durfee High School

Frances H. Smith, Director of Big Brothers/Big Sisters

Gail Squillace, Teacher, Durfee High School

Jane Staples, Director, Cooperative Education, Bristol Community College

- **Institutional Integration** — re-defining our community's youth, family serving organizations, coordinating social, developmental, emotional, and educational services for each young person and the family;
- **Research and Development** — tracking trends, distilling what works, managing the institutional data base, disseminating promising practices, and monitoring progress on our Community Report Card;
- **Dissemination** — serving as a national resource for dissemination and marketing, linking with other national business and education organizations, the media, and others using technology, and selected experts to provide "how to" information to others wishing to replicate our ideas; and
- **Administration** — coordinating those activities best centralized and not included in the site-based management model, including some aspects of financial management and monitoring, facilities maintenance, and so forth. Support, not control. Assistance, not administrative.

## OUR DESIGN TEAM

Our Design Team is not an ad hoc collection of "name brand" hot-shots — we are the stakeholders in our children's and our community's future; we are the decisionmakers who can collectively change every major community institution (education, business, government, civic organizations), and have come together as a "break-the-mold" community. We include: business coalition executives, labor leaders, education leaders and thinkers, city planners, college and university faculty, nobel laureates (well, one at least) and even lawyers! Too numerous to mention; too committed to omit.

## RESEARCH AND EXPERIENCE SUPPORTING OUR DESIGN

Our design is about providing continuity in the life of every learner, of ensuring the necessary caliber of curriculum to stimulate excellence, of ensuring the necessary coordination of supports and services to enable each learner to achieve to full potential. In the area of early childhood development, our thoughts were shaped by the work of experts such as Elisabeth Schorr, T. Berry Brazelton, and others who advise that quality child care in the early years is critical. Some 40-60 percent of language is said to be learned by age three. Our perspective that the learners should be our central focus and that the transitions of young people are the critical pressure points was influenced by the work of Harold Hodgkinson (All One System, and All The Same Client), James Comer (teams providing support to the learner), the Carnegie Council on Adolescent Development (Turning Points), the William T. Grant Foundation (The Forgotten Half), the National Alliance of Business (The Fourth R: Workforce Readiness, a Blueprint for Business on Restructuring Education), and The Business Roundtable's Participation Guide. Our thinking about workforce preparation and values and versatility needed for responsible citizenship was partially shaped by the work of the SCANS commission (What Work Requires of



service providers, to the perspective of the learners — a new *focus* — a new family oriented curriculum, and a new family oriented community for us, and for the United States.

### Family Learning Centers

The initial phase of our design transforms four of Fall River's elementary schools into Family Learning Centers that will comprehensively serve the educational, developmental, and social needs of young children and their families. In time, the FLCs will be extended city-wide. To ensure that urban youth are able to learn successfully, the Centers will coordinate health, nutrition, social, emotional, and educational services for children and their families, throughout their lives. Providers of day care, after-school and regular school services will collaborate to provide seamless access to high quality education and support — the Family Learning Center will become an extended family for all.

The FOCUS curriculum, incorporating the five core subjects of English, math, science, history and geography will be integrated and experiential; students will be workers and active constructors of knowledge, and teachers will be learning facilitators. Assessment will be competency-based, rather than grade based, using the five SCANS competencies, (resources, interpersonal, information, systems, and technology) plus a sixth competency of our own — a liberal arts/democratic competency, to develop an appreciation of those things that have intrinsic value and add richness and meaning to life. Students will progress at their own pace, advancing upon mastery of the required competencies at each level. All Centers will be equipped with appropriate technology, and, in fact, all schools are currently being wired for fiber optic communication. Full implementation will be phased-in, following the initial learners as they progress scholastically.

### The Education Institute

An innovative Education Institute will be established to build capacity and provide support for the Family Learning Centers. *The Education Institute will replace the central administrative structure of the present School Department.* The Institute will provide:

- **Professional Development** — for teachers, administrators, and other personnel, and parents and community volunteers;
- **Curriculum Leadership** — involving knowledgeable stakeholders in setting city-wide goals, objectives, and outcomes for education to bring students to a world class level of achievement;
- **Community Involvement** — upgrading parents, business, and other volunteers' skills as mentors and advocates for children, and as participants in the governance — in site-based management of the Family Learning Centers;

## Early Childhood Development

Chair, *Mark Sullivan*, Executive Director, Citizens for Citizens

*Mary Almeida*, Staff, John Boyd Early Childhood & Dev. Center

*Sandra Augustinho*, Teacher, Lincoln Elementary School

*Victoria Bruce*, Parent, Highland Elementary School

*Clifford R. Carlson*, former President, Bank of New England, SE

*Jean Costa*, Parent, Coughlin Elementary School

*Mary Creed*, Principal, Westall Elementary School

*Peter Cross*, President, Fall River Educators Association

*Cynthia Farnham*, Executive Director, Office for Children

*Kathleen Harrington*, Exec. Dir., John Boyd Early Childhood & Dev. Ctr.

*Cecilia B. Kelly*, Supervisor, Public Health Nurses, City of Fall River

*Marie LaFrance*, Adm., Early Childhood Programs, F. R. Public Schools

*Clyde Mitchell*, Director, UMA - Dartmouth Small Business Dev. Center

*Eleanor Phillips*, Teacher, Henry Lord Middle School

*Michaelinda Plante*, Superintendent, Elementary Schools, F. R. Diocese

*Madeline Pontes*, Parent, Henry Lord Middle School

*Rita Quinn*, Teacher, Carroll Elementary School

*Marylin Roderick*, Fall River City Council President

## Management and Accountability

Chair, *Cynthia Gordan*, Vice President and General Counsel  
Quaker Fabrics Corp.

*Dolores Beals*, Parent, Greene Elementary School

*Nancy Boardman*, Teacher, Fowler Elementary School

*Daniel Cabral*, Superintendent, Somerset Public Schools

*John R. Correiro*, Superintendent, Fall River Public Schools

*Diane Desmond*, former President, Fall River Educators Association

*Frederic C. Dreyer, Jr.*, CEO and President, Charlton Health Systems

*Jack W. Fyock*, Vice President, J & J Corrugated Box Corporation

*James Gibney*, Assistant Superintendent, Fall River Public Schools

*Manuel Gonçalves*, Student Assignment Officer, Fall River Public Schools

*Joseph D. Gorman*, Administrative Director, Aetna Life and Casualty

*Everett Graviel*, Executive Director, Boy Scouts

*Richard LaFrance*, President, White's of Westport



- Harry Lescault, Principal, Belisle Elementary School
- Donald Mier, Chair, Interfaith Council
- George Ponte, Student, UMA -Dartmouth
- Wayne Rego, former Fall River School Committee Member
- Navjet Singh, Mgr. of Info. Services, SEMA Partnership, UMA-Dartmouth
- James Wilcox, former President, Fall River Educators Association

## Teacher Development/Teacher Preparation

Chair, Armand Desmarais, Chair of Education Dept., UMA - Dartmouth

- Clete Amarello, Teacher, Lincoln Elementary School
- James Calhuns, Director, Bristol County Training Consortium (JPTA)
- Bruce Clark, Principal, Talbot Middle School
- Marjorie Condon, Director of Instruction, Fall River Public Schools
- John Decolret, Director, Kenyon-Campbell School
- Patrick J. Foley, Fall River School Committee Member
- Jerry Hajder, Assistant Treasurer, Lafayette Federal Savings Bank
- William Harris, Executive Vice President, Citizens-Union Savings Bank
- Thomas Hopkins, Teacher, Diman Regional Vocational Tech. H. S.
- William Keating, Coordinator, Special Needs, Fall River Public Schools
- Courtney Lopes, Student, Durfee High School
- Mary Lou Mancini, Area Director, Catholic Social Services
- Kelly Jo Martinho, Student, Durfee High School
- Erin Minior, Director, Council on Aging, City of Fall River
- Thomas P. Murray, Certified Public Accountant
- Rosemary Normandin, Parent, Highland Elementary School
- Elizabeth Peck, Teacher, Westall Elementary School
- Rhonda Perchuck, Teacher, Coughlin Elementary School
- Michael Plasski, City Councillor
- John Pontes, Principal, Davol Elementary School
- Barbara Shore, Interfaith Council Representative
- Angie Snell, Interfaith Council Representative
- Karen Souza, Teacher, Henry Lord Middle School
- Thomas Sweeney, Teacher, Kuss Middle School
- Edward Szygal, Teacher, Diman Regional Vocational Tech. H. S.
- Victor Tavares, Ser - Jobs for Progress, Inc.
- Marina Ventura, Vice Principal, Durfee High School

community leaders to evaluate the most effective method  
construct and/or renovate schools

16.0 Make the schools more accessible to the community

16.1 Create more community use of schools

- Establish procedures for the business community to visit and interact with the schools
- Maximize school use by community groups
- Maximize private buildings for education purposes

17.0 Increase the use of technology in the classroom and to support administration of the schools

17.1 Increase the availability of computers

17.2 Expand use of computers for instruction and computer literacy

17.3 Expand use of computers for administration

17.4 Establish/expand computer training for all school department personnel

18.0 Create a "Schools of Choice Program" systemwide, to include middle schools

18.1 Expand equity of school access for all students

18.2 Expand parent information centers to middle schools and high school

## OUR BASIC CONCEPT AND HOW WE WILL DEVELOP IT

We share a vision of a learner-centered community, one in which new institutional relationships — in fact, *new definitions of traditional institutions* — strengthen the supports for our children and families, one in which high expectations and clear goals are established for all stakeholders — every citizen in our community. Our design is outcome-based and learner-centered. We intend to develop a design, not only to completely restructure the school system, but the growing up experience. And our new paradigm shifts the traditional focus from the perspective of the



14.1 Establish systems which reward superior performance and deal with poor performance, thereby establishing common standards for all children

14.2 Establish new standards, assessments and measures dealing with outcomes of the new Curriculum 2000

14.3 Establish a comprehensive institutional data base which includes all academic and demographic profiles of children and their families

14.4 Redefine classroom hours, classroom days, classroom years, i.e. get away from a time-based system

14.5 Redesign homework as a centralizing education network in the context of Curriculum 2000 and the context of life-long learning

14.6 Establish competency/master levels for students in place of grades and diplomas

14.7 Establish professional development opportunities for all educators

14.8 Establish professional development opportunities and training for the School Committee

14.9 Establish a marketing program for the school system

15.0 *Plan and design new and/or renovated facilities which are updated and maintained to maximize emerging educational strategies and technologies.*

15.1 Advocate that the School Committee request the City Council to establish a revolving fund for capital improvement and for emergency repairs to the schools, under the auspices of the School Department (as provided in MA General Laws)

15.2 Advocate that the School Committee adopt the Ganbatte Report as its buildings plan and submit it to the School Buildings Assistance Bureau for action

15.3 Advocate that the School Committee request of the City Council a \$50 million authorization bond to implement the Ganbatte Report

15.4 Establish groups of labor leaders, skilled tradespeople, and



**Coalition  
for Excellence  
in Education: Fall River 2000**



## Founding Organizations

The Fall River Regional Task Force, Inc. was activated in 1974 and incorporated in 1977. It is a broad-based organization representing leaders from both public and private sectors, including business, labor, governmental, financial, and educational institutions. It is funded entirely privately through cash contributions of members and area firms and organizations. It serves as a resource to bring together private and public sectors leaders to identify problems and render solutions. It is action-oriented and has undertaken the reorganization of city government and the upgrading of the public school system's building plant, which included successfully leading two local bond referenda and the oversight of building a new middle school, among other activities.

The Fall River Area Chamber of Commerce and Industry was organized in 1911 and incorporated in 1916. Its purpose is advancing the economic, industrial, professional, cultural and civic welfare of the greater Fall River area, to encourage the growth of business and industry and to assist that growth and, in general, to promote the welfare of area citizens following the policies intended to accomplish the greatest good for the greatest number.

The Fall River Public Schools have been part of the city of Fall River since 1803 when the city was founded. Currently, there are thirty-three schools: twenty-eight elementary, four middle, and one comprehensive high school, serving approximately 12,500 students.

## Historical Context

Beginning with the Carnegie Report "A Nation At Risk", the issue of the state of public education has made its way to the top of the public agenda at the national, state and local levels. Recently, other scholarly studies like "America's Choice: High



Skills or Low Wages" as well as best sellers like "Savage Inequalities" have pointed out the relationship between the nation's economic stability, potential for maintaining its standard of living as well as its continued viability as a representative democracy, and the state of public education. For several years, the FR Regional Task Force as well as the Chamber, through its Education Committee, had been arguing that the status of local economic development could not be separated from the state of local public education. In early 1991, a third group, an informal "Kitchen cabinet" to the mayor, known as the Focus Group, also decided that the upgrading of the public education system should be a priority. Because membership in the Focus Group included leaders from both the Task Force and Chamber, an instant collaboration took place.

Both the Chamber and Task Force Boards voted to form a coalition for the purpose of reforming the local public school system; thus the Coalition for Excellence in Education was established.

### *Structure and Process*

Administrative policy of the Coalition is set by a Steering Committee, two representatives of the Chamber, two of the Task Force, two of the Focus Group, the Superintendent of Schools, and three support staff, one each from the Task Force, Chamber and School Department.

In April 1991, the Coalition secured the services of Janet Reingold, educational consultant of Washington, D. C., to assist in planning a city-wide conference of educational stakeholders. The National Business Alliance model was used as an organizing vehicle. In June 1991, three hundred educational stakeholders, representing every facet of community life, were invited to a one-day conference entitled The Fall River 21st Century Leadership Meeting. While the Conference was being planned, President Bush announced his America 2000 Plan which was then folded into the Leadership Meeting's agenda. The Conference, attended by nearly two hundred individuals, first listened to a variety of speakers regarding the state of public education in general and specific to Fall River. The afternoon was spent in small working groups, each considering the following topics: Adult Literacy and Lifelong Learning, Early Childhood Development, Community Involvement, Curriculum Development and Teacher Preparation, Parental Involvement, School Assets and Technology, School Management and Accountability, and Social Services Integration. A reporting out session and the adoption of the America 2000 goals completed the conference. Next, each group was assigned a leader who took responsibility for the working group's agenda which was to flesh out recommendations and a time frame for implementation. In the meantime, the School Committee adopted the America 2000 goals, becoming the first community within the Commonwealth of Massachusetts to do so.

- Explore endowing the school system with private funds
  - Enhance and expand the structured professional development program for teachers
  - Enhance linkages with institutions of higher learning to create more opportunities for faculty professional development
- 13.2 Implement a system-wide site-based management plan that will provide leadership and assistance to all schools during the transformation

- 13.3 Increase the professional development opportunities for staff
- Establish an Education Institute (see FOCUS-21) which will be responsible for training teachers, administrators, parents, volunteers and others who interact with the schools
  - Create a structured professional development program for teachers
  - Enhance linkages with institutions of higher learning to create more structured opportunities for professional development

#### 13.4 Improve the role and performance of principals

- Develop a structured pre-service program for aspiring principals within the Education Institute
- Develop a structured professional development program for teachers which emphasizes management skills

#### 13.5 Modify the appointment/promotional process

- Establish a study committee to review current practices

#### 13.6 Use the resources of Fall River 2000 to assist the schools in the transformation to site-based management

14.0 Create a periodic Fall River Report Card based on World Class Standards and related to a national testing system currently being developed. The Fall River Report Card shall be based on the idea of high standards for everyone and that virtually everyone will reach their potential, no matter what is required.



- Include funding for literacy in all grants submitted by the Coalition: FR 2000 to federal and or state agencies

#### 12.5 Establish a strong linkage with area business and industry

- Develop an adopt-a-teacher program; a teacher will be trained as a literacy volunteer and assigned to work with a specific company
- Arrange for paid released time for employees involved in literacy programs
- Develop a program which would allow businesses to sponsor literacy programs at a local school
- Provide local tax incentives to local businesses in order to encourage their participation in the program

### PART III REFORMING AND STABILIZING THE CENTRAL SCHOOL SYSTEM

#### A. THE SCHOOL SYSTEM AS EDUCATIONAL FACILITATOR

13.0 *Redesign the central administration by creating a structure which makes its mission one of educational facilitation in place of regulation enforcement.*

13.1 Change the decision-making process from one of centralized hierarchy to one of individual schools based on a site-based management model

- Establish an Education Institute (reference FOCUS-21) which is responsible for training of teachers, administrators, parents, volunteers and others
- Develop training programs for administrators, parents, teachers and others to secure success in site-based management
- Develop training programs for central administrators to secure success in the new administrative paradigm
- Explore selective support services be provided by contract

Working Group Leaders met every two weeks to monitor overlap and progress within each group. The Steering Committee also met to set broad administrative goals for the Coalition. Working groups met as needed.

On October 21, the Coalition reconvened for its second 21st Century Leadership Meeting. Congressman Barney Frank was the keynote speaker. Each Working Group Leader provided an update on progress of their group. Also in October, the Coalition Steering Committee met with Massachusetts Secretary of Education Piedad Robertson to inform her of the Coalition's work. In addition, a televideo conference with Governor Weld and U.S. Secretary of Education Lamar Alexander took place. Fall River presented its school reform process, the only community in the Commonwealth invited to do so.

On November 19, 1991, the Coalition held its third 21st Century Leadership Meeting. S. Paul Reville, Executive Director of the Massachusetts Business Alliance for Education and Representative Edward Lambert, Jr. presented the Alliance's legislative school reform package, "Every Child A Winner" and its legislative progress and prospects.

On November 20, 1991, the Coalition Steering Committee established a Design Implementation Team to meld together the various recommendations from the Working Groups into a coherent package. The intentions are to bring the package to the entire Coalition in 1992 and then to the School Committee for its action.

#### Program

While the work of the Coalition is in progress and will continue over the next five to ten years, there have already been some gains in bringing about reform. The Fall River School Department recently received one of two technical grants from the Commonwealth to assist in developing a city-wide plan for site-based management. The Superintendent has stated that Fall River was selected in large measure due to the Coalition's work. The Chamber has designated, with appropriate funding, its Education Committee as a working committee dedicated to public education and marketing of the School Reform package. The local newspaper has indicated a willingness to publish a weekly column regarding the work of the Coalition.

In addition, the Coalition has generated some enthusiasm among parents and teachers regarding its work. Many teachers and parents, not originally involved in the Coalition, have asked to become members and to work on particular issues. Since last June, local radio talk shows have dedicated many hours to the work of the Coalition and the topic of education reform.

The Task Force had already established a program of community forums dedicated



to important topics which require wide discussion. During 1991 and 1992, The Forums dedicated its programs, which are held quarterly and simulbroadcast on local radio, to education. Charlton Hospital has been an enthusiastic supporter of The Forums, providing a variety of services. During 1993, The Forums will again be devoted to the subject of Education, specifically education reform of the local school system.

While the reform package is not complete, it is clear that several objectives will be included in the recommendations. The following are some examples, which are intended to be illustrative, but not exclusive.

There is a need to implement the "Canbatte Report," a comprehensive analysis of the City's school building needs. The Task Force was instrumental in erecting a new middle school which opened in May of 1992, based on school building recommendations which it has consistently promulgated since the publishing of its first school building analysis in 1983. The Task Force led two school bond referenda elections and has played a leadership role in overseeing the construction project. A comprehensive rehabilitation of an elementary school is due to start as soon as the Common Council's budget can support it. This rehabilitation was also a result of the 1983 School Building Needs Study.

Because the literature speaks so cogently to the ties between improving school attainment and parental involvement, the concept of a parent advisory council in each school is under consideration. Not only would this meet the need for formal linkages between parent and school, it would also serve to create a potential pool for parental involvement in the site-based management model. It would include a comprehensive training program for school administrators, teachers and parents so that an efficient and collaborative model could be achieved.

The Coalition will probably address one aspect of the private/public sector partnership by establishing an advocacy/mentoring program so that at-risk students will be assigned a mentor, both for general advocacy and specific career-orientation purposes. It is estimated that each of these programs will require about \$80,000 annually for support.

Yet another area of recommendations will concern the management of the central school administration, including the establishment of comprehensive management information systems, the need for an office of institutional data, the massive curriculum changes, including a mastery certificate program, a core curriculum and ungraded elementary levels. The Canbatte Report calls for an Early Childhood Development Center in each of the City's four public school sectors. This concept would link the recommendation of providing a Head Start Program for all three-year olds as well as the integration of social services within the schools. And, all this is being done with a sensitivity to the growing diversity of the Fall River population, which includes increasing numbers of Blacks, Hispanics and Cambodians, along

## A NEW COMMUNITY LEARNING ENVIRONMENT IS LEARNING TO LIVE AND LIVING TO LEARN

### 12.0 Strengthen Adult literacy, English as a Second Language (ESL) Graduation Equivalency Diploma (GED) and Lifelong Learning Programs

#### 12.1 Design literacy programs that are accessible to the community

- Develop a home-based instructional option for those adult beginning students who are unable or unwilling to attend formal classes
- Develop community-based family literacy centers using neighborhood schools
- Establish community-based resource centers which will contain multi-media instructional material that adults can borrow and use at home

#### 12.2 Develop curriculum that combines parenting skills with literacy skills

- Establish a parenting/literacy committee to develop instructional material

#### 12.3 Measure the impact of adult literacy programs by establishing measurable goals

- Establish a tracking system for children of parents involved in literacy/ESL programs to determine whether or not their school attendance/performance has increased
- Establish an Advanced Master Level attainment rate for the City's population and track progress toward that goal annually

#### 12.4 Identify funding sources for adult literacy programs

- Develop a relationship with programs currently operated by B.C.C., FR Housing Authority, S.E.R. and other community agencies
- Access Job Training and Partnership ACT (JPTA) as well as MA Dept. of Education funds



### 10.1 Establish more and non-traditional opportunities for business involvement in the schools

- Expand intern and coop programs for business at all competency levels
- Establish city-wide mentoring programs with business (every child has a mentor)
- Establish teaching and administrative opportunities for business people
- Establish resources for field trips within the business community
- Establish a compact among local business and industry that they will hire only individuals with Advanced Mastery Certificates
- Establish a compact with local business and industry that the school system will issue certificates of employability along with the Advanced Mastery Certificate
- Explore the establishment of a program similar to the Boston Compact
- Establish a compact with business to allow release time for employees (as parents and/or volunteers) to interact with schools
- Establish methodology for neighborhood input regarding schools, especially pertaining to the physical plant

### 11.0 *Expand and enhance professional opportunities for teachers and recognition for excellent teaching*

#### 11.1 Expand teacher recognition programs "Teacher of the Month" and "Teacher of the Year" with appropriate recognition ceremony within the greater community

#### 11.2 Establish financial rewards for excellent teaching

with an ever-increasing linguistic minority Portuguese immigrant population.

### NEW GENERATION OF AMERICAN SCHOOLS PROJECT: FOCUS-21

The Fall River Regional Task Force, representing the Coalition submitted a proposal to the New Generation of American School Corporation. Based on the work of the Coalition that proposal, FOCUS-21, centers on A Family Oriented Curriculum, for us, and for the United States, for the 21st Century. FOCUS-21 shares a vision of a learner-centered community, one in which new institutional relationships — in fact, new definitions of traditional institutions — strengthen the supports for our children and families, one in which high expectations and clear goals are established for all stakeholders — every citizen in our community. Our Family Learning Centers will comprehensively serve the educational, developmental, health, nutrition, social and emotional needs of young children and their families, becoming the new extended family for all. The FOCUS curriculum, incorporating the five core subjects of English, math, science, history and geography will be integrated and experiential; students will be workers and active constructors of knowledge, and teachers will be learning facilitators. Assessment will be competency-based. All Centers will be equipped with appropriate technology.

An innovative Education Institute will build capacity and provide support for the Family Learning Centers. The Education Institute will replace the central administrative structure of the present School Department. The Institute will provide: professional development, curriculum leadership, community involvement, institutional integration, research and development, dissemination and administration.

On the basis of the proposal, the various Working Groups developed a strategic plan to begin implementation of this project. In addition to the original working groups, a group responsible for obtaining the various waivers to statutes and labor contracts and a second group dedicated to public relations is in place. The Coalition intends to pursue implementation of the FOCUS-21 program regardless of New Generation funding.

The Working Groups produced individual strategic plans in Spring 1992. The Implementation Design Team met and produced a comprehensive systemwide strategic plan in Summer 1992. During the Fall 1992, that plan is being reviewed in anticipation of School Committee adoption by year's end.

The Coalition's work has been the recipient of several grants which are providing seed money to develop a model Family Learning Center during school year 92-93. In addition, the Coalition has participated in several national and regional conferences regarding school reform. It publishes a quarterly newsletter to inform the community about its activities.



# A LIFE-LONG LEARNING STRATEGIC PLAN FOR THE FALL RIVER PUBLIC SCHOOLS

PHASE I  
AUGUST 1992

## COALITION FOR EXCELLENCE IN EDUCATION: FALL RIVER 2000

### MISSION STATEMENT

The City of Fall River shall become a world-class community by developing a learner-centered educational setting with new institutional relationships and high expectations for all, so that all children and their families will become life-long learners and will acquire attitudes, knowledge and skills needed to contribute to a healthy society, a prosperous economy and a vital democracy.

This will be achieved when children and their families, striving to meet their full potential, are:

- able to employ critical and creative thinking skills to solve problems and make decisions;
- technologically literate as well as literate in the traditional sense;
- good communicators with well-developed personal skills;
- able to work cooperatively with others;
- creative, flexible, self-motivated and possess a positive self-image;
- productive, able to gain satisfaction through achievement and strive for physical well-being;
- capable of making independent decisions;
- respectful of others regardless of difference by increasing ethnic, racial and cultural understanding; and
- aware of the rights and responsibilities of our democratic society and are prepared to exercise them within the family, the community, the nation and the world.

22

- Establish a speaker's bureau comprised of knowledgeable individuals (educators, business people, and others) available for speaking engagements throughout the community
- Produce a series of PSA spots for local radio and television on "Know your Schools"
- Produce a newsletter for the community which explains both what needs to be done regarding school reform and what the schools are already doing
- Make all communication pieces available in appropriate languages

### 9.0 Foster more open relationships between the school system and the community

#### 9.1 Make the school system more accessible

- Ensure that administrators are accessible to teachers, parents and the community
- Ensure that parents and the community have access to school buildings
- Establish a strong parents organization at every school
- Establish methodology for students to evaluate teachers
- Improve signage at schools
- Create opportunities for administrators and school committee members to be in the classroom
- Place a suggestion box in each school for everyone to use
- Make one specific person in the system responsible for coordinating community involvement with the system
- Establish regular after-hours opportunities for parent/teacher interaction

### 10.0 Foster more complex relationships between the school system and the community

- Expand institutional data base of students to include human service data
- Expand peer/tutor/mentor programs

7.3 Develop systems and programs which include a continuing human service education component geared toward the family

- Expand entry year and periodic outreach opportunities to the family
- Expand periodic "outside events" to reinforce values of healthy lifestyles
- Expand programs with business community to reinforce values of healthy lifestyles

7.4 Develop systems which generate safe, disciplined schools through the concept of personal responsibility

- Enhance self-esteem of students
- Enhance programs which generate an understanding of and appreciation for ethnic, racial and cultural diversity
- Extend the school year and extend the school day

## PART II ENHANCING AND ENABLING OUR COMMUNITY

### A. BUSINESS-SCHOOL PARTNERSHIPS - A VITAL LINK

8.0 *Enlighten the community about the importance of education so that schools and related educational institutions become the centralizing focus of our lives*

- 8.1 Develop and implement a massive campaign to educate the community on the importance of education to every aspect of the community's well-being, particularly its economic development
- Establish a weekly column regarding education issues in the local newspaper

## America's/Fall River's Educational Goals

*By the year 2000:*

1. All children in America will start school ready to learn.
2. The high school graduation rate will increase to at least 90 percent.
3. American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.
4. U.S. students will be first in the world in science and mathematics achievement.
5. Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
6. Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

*Additional Fall River Goals:*

7. All Fall River students will have an appreciation of the liberal, visual, and performing arts.
8. Each Fall River student will develop as an individual who is an ethical person, a socially responsible citizen, and a productive member of society.



# A LIFE-LONG LEARNING PLAN

## PART I ENRICHING AND ENABLING OUR CHILDREN

### A. TRANSFORMATION TOWARD FUTURE BASICS: CURRICULUM 2000

#### 1.0. *Student as active learner; teacher as facilitator*

1.1 Transform the teaching/learning process so that teachers become more than simply imparters of knowledge.

- Adapt and expand evolving teaching methods to include instructional strategies that emphasize higher order thinking skills as expressed in the Mission (e.g. cooperative learning).

- All teaching must engage students in creative thinking and problem solving.

#### 2.0 *An integrated curriculum*

2.1 Develop and implement a curriculum that cuts across subject-matter lines and brings together various aspects of the curriculum into meaningful association.

- To various degrees, as appropriately determined by the site-based teams, implement the following:

house system, interdisciplinary units, whole language, inquiry learning, macro scheduling, heterogeneous grouping, peer coaching, hands-on instruction, resource-based instruction, problem-solving, and outcome-based assessment.

2.2 Develop a curriculum based on the three-part foundations recommended by the SCANS Report.

- Implement the following as the foundation of the integrated curriculum:

- (1) basic skills: reading, writing, arithmetic/mathematics, listening and speaking;
- (2) thinking skills: creative thinking, decision-making,

- Institute an aggressive public information campaign language appropriate information

- Establish telephone trees in which active parents take on the challenge of contacting others

- Expand ethnic and cultural events which demonstrate the schools' interest in their heritage

6.4 Expand and improve volunteer involvement of the community

- Develop a comprehensive program for volunteers in the schools

- Survey the community for participants

- Provide training opportunities for volunteers

### D. CREATE AN EXTENDED-FAMILY SUPPORTIVE STRUCTURE BY INTEGRATING SOCIAL AND HEALTH SERVICES WITHIN THE SCHOOL SYSTEM

#### 7.0 *An Holistic Approach*

7.1 Develop systems which integrate social and health services at school sites

- Establish interdisciplinary crisis intervention teams and long-term assistance to children and their families in need at all schools

- Strengthen comprehensive health education for students and their families at early competency levels

7.2 Develop system which ensure that student "at riskness" be decreased regarding issues dealing with sexuality, substance abuse and dependency, child abuse, criminal justice issues and psychiatric issues

- Encourage representatives from human service resources be relocated on-site at schools



## C. STRENGTHENING FAMILY INVOLVEMENT IN THE SCHOOLS

### 6.0 *Families and Schools Working Together*

#### 6.1 Expand parental education and family involvement in education

- Develop and implement in-service training for teachers and administrators on parent relations
- Establish a city-wide parent alliance
- Provide a formal organization for parents in every school
- Provide opportunities for parents to participate in school decision-making

#### 6.2 Build a positive relationship between parents and school personnel through effective communication

- Conduct surveys assessing parent and teacher needs
- Create and publish language appropriate school newsletters (by school)
- Provide video and printed materials for parents about schools
- Expand the range of translation services which facilitate communication
- Offer a broad range of parent workshops which deal with issues around curricula, student expectations, discipline, health, social values, effective parenting, decision-making, etc.
- Coordinate parent events which appeal to the "hard-to reach" parents
- Provide transportation and child care for parents in support of parental involvement activities

#### 6.3 Provide active recruitment of under-represented parents.

- Provide a comfortable, non-threatening environment for parents

- problem-solving, seeing things in the mind's eye, knowing how to learn, and reasoning;
- (3) personal qualities: responsibility, self-esteem, sociability, self-management, and integrity.

#### 2.3 Develop a curriculum based on the five competencies described in the SCANS Report and a sixth and seventh competency proposed by Fall River 2000.

- Implement the following competencies:
  - (1) resource competency: identifies, organizes, plans and allocates resources;
  - (2) interpersonal competency: works with others;
  - (3) information competency: acquires and uses information;
  - (4) systems competency: understands complex interrelationships;
  - (5) technology competency: works with a variety of technologies;
  - (6) liberal arts competency: develops an appreciation of those things that have intrinsic value and add richness and meaning to life;
  - (7) ethical competency: respectful of others regardless of difference.
- Establish a community service component as part of the student curriculum for all students

#### 2.4 Develop a curriculum grounded in the latest technology

- Increase the availability of computers
- Expand the use of computers for instruction and computer literacy

### 3.0 *Macro Scheduling*

#### 3.1 Develop and implement a process of flexible scheduling to allow more time for student learning and more time for teachers to plan, discuss, and resolve issues of instruction and a variety of problems relating to student learning and behavior.

- Implement the house system

- Group students heterogeneously
- Develop teams of teachers
- Implement parallel teaching schedules so that teachers can implement new and creative teaching methods, interdisciplinary units, and have greater flexibility in integrating the curriculum
- Extend the school year and the school day

#### 4.0 A New Curriculum Structure

##### 4.1 Develop and implement a curriculum structure which is based on competency levels rather than traditional grade levels.

- Develop a process which allows students to progress at their own pace
- Develop a process which allows students to be grouped by age for social reasons and grouped academically based on their progress through mastery levels
- Develop competency levels (e.g. Level 1, Level 2, Level 3, Certificate of Initial Mastery, and Certificate of Advanced Mastery)
- Establish an Academy in conjunction with BCC, JPTA and other appropriate educational institutions within the Certificate of Advanced Mastery Program
- Develop competencies for each level based on the SCANS Report and FR 2000 recommendations

#### B. EARLY CHILDHOOD:

##### THE FOUNDATION FOR LIFE-LONG LEARNING

##### 5.0 Learning as a Family Responsibility

- ##### 5.1 Improve the overall quality of education in Fall River by emphasizing the importance of social, developmental and family issues in the years beginning with pre-school and following through to at

least nine years of age

- Create outreach systems through various agencies which bring the entire family into the educational system
- Identify children at birth (or before) and integrate them into the school system
- Elevate family awareness so that education is not equated with a school building

##### 5.2 Develop systems and a new culture which makes parental involvement a cornerstone of the educational process.

- Create an educational culture which opens schools both physically and philosophically to the community
- Reconstitute schools as a resource for family needs
- Develop adult literacy programs in concert with the Early Childhood Curriculum

##### 5.3 Develop a new and modern core curriculum for adoption city-wide and a system for evaluating the curriculum

##### 5.4 Develop and enhance through professional development and other appropriate mechanisms a deeper understanding and appreciation of racial, ethnic and cultural diversity.

##### 5.5 Develop different teaching methodologies and curriculum so that student/teacher ratio is reduced.

##### 5.6 Develop systems which evaluate and speak to the nutritional needs of children, including educating parents regarding nutrition.

##### 5.7 Develop increased opportunities for meals at school

##### 5.8 Develop systems for provision of adequate medical and dental services, on-site at schools.





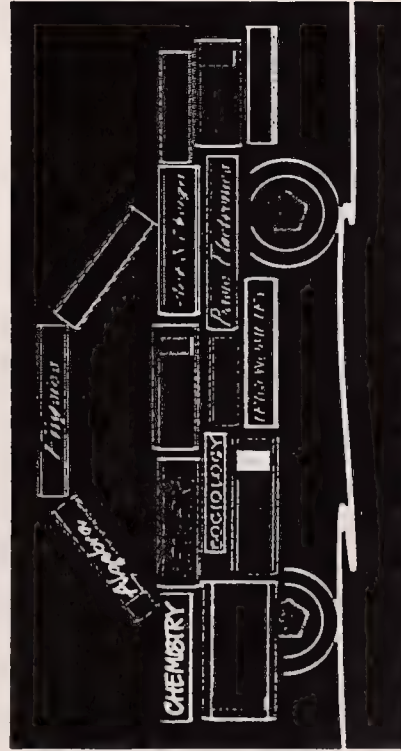
Want to know more?  
If you would like more  
information on Chrysler  
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Work program, please  
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M.K. Morrison

*"I'm convinced if we get more  
adults dropping into schools,  
the kids will stop dropping out."*

Lee A. Iacocca  
Chrysler/PTA Supplement  
Newsweek - March, 1990



PRINTED ON RECYCLED PAPER

Chrysler Corporation

# RETIREE VOLUNTEER PROGRAM K-12 Education





## Chrysler retirees encouraged to join *World of Work* program

Chrysler Corporation's *World of Work* focuses on preparing today's school children for tomorrow's work place. To do this, the program links Chrysler employees with specific public schools located in Chrysler plant cities. *World of Work* volunteers help students relate the skills they learn in school with how they will use those skills when they enter the work force.

Now, in addition to Chrysler employee volunteers, the *World of Work* program is open to Chrysler retirees and their spouses. The individual skills of each volunteer are a valuable resource in helping students reach specific objectives.

### How it works

In addition to working with schools to enhance existing curriculums, volunteers serve as role models, tutors, and mentors. They may lead small group experiences, guide school clubs, and help organize school-wide projects.



Volunteers strive to instill positive, life-long habits in students, such as personal responsibility, regular attendance, creativity and teamwork.

### Objectives

Specific objectives of the *World of Work* program are to:

- Encourage responsible behavior
- Improve school attendance
- Stress job completion
- Develop effective earning skills

### Your level of commitment is flexible

Retiree volunteers are accommodated with a flexible schedule — whether it's an hour a week, a one-time activity, a day a month, etc. The level of commitment is up to you.

There are many ways volunteers can make a difference in the lives of these elementary through high school students. For example, volunteers can

- Read to children
- Assist with projects
- Tutor in reading, mathematics, writing and thinking skills
- Plan special events
- Share specific talents.

Examples of Detroit school/Chrysler linkages include Glazer School and Chrysler Corporate Headquarters; Parker School and Jeep® and Truck Engineering; and Herman School and Warren Stamping.

### The World of Work ...

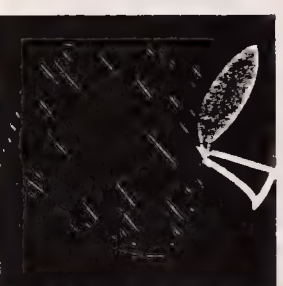
The *World of Work* is only one part of a multi-point educational initiative by Chrysler Corporation to support the community educational facilities in cities where Chrysler plants are located.



In addition, the UAW/Chrysler National Training Center operates a joint venture partnership with Cody High School in Detroit. This partnership is part of the Detroit Compact, whose primary objective is to increase student achievement. Jobs and college scholarships are available through Compact for all students who meet its standards.

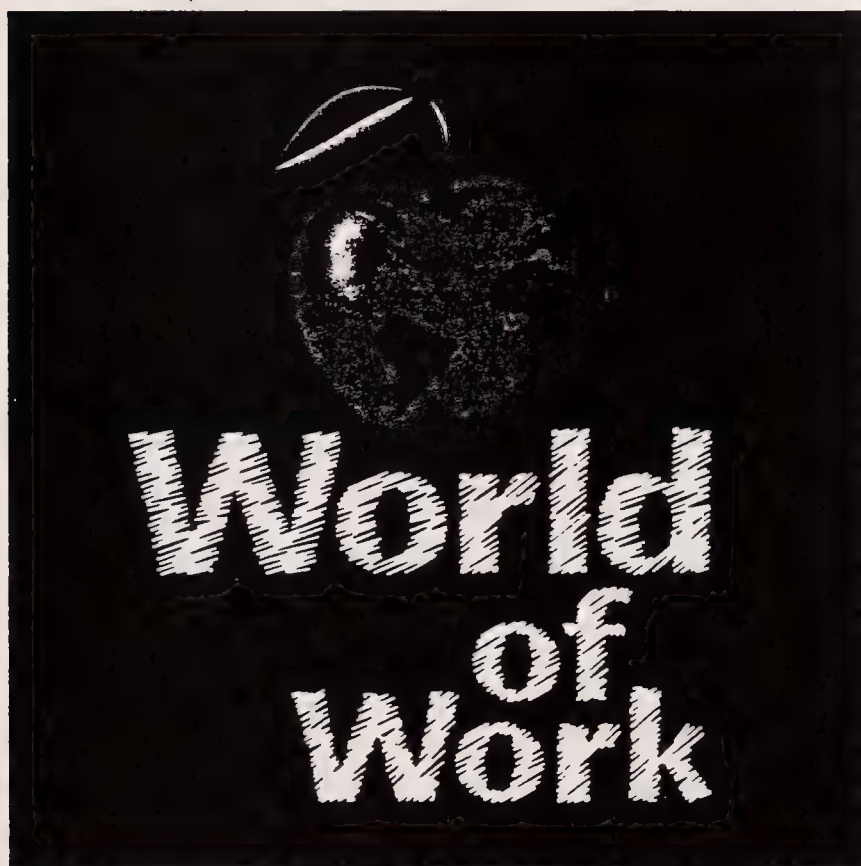
### Other Chrysler projects include:

- Running Start®, a motivational reading program implemented by Reading is Fundamental, Inc.
- Employee lending libraries
- Reader leaders
- Additional interactive programs.





# Chrysler Corporation *World of Work* Program



Prepared by  
Valerie A. Becker  
With the Assistance of Education  
Programs Advisory Group Members

## **Education Programs Advisory Group**

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**Lynn A. Feldhouse**

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**Michael M. Glusac**

**Judith E. Griffie**

**James E. Kenyon**

**Nellie B. LaGarde**

**Arthur C. Liebler**

**Michael K. Morrison**

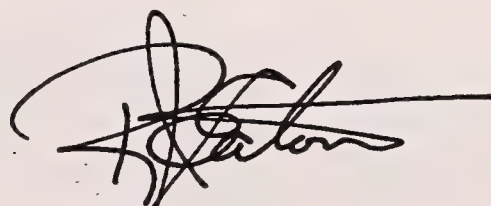
**Richard J. Newer**

**Karen M. Stewart**

## Preface

The *World of Work* materials in this notebook were designed for use by any person or agency considering the development of a volunteer business/education relationship. Chrysler Corporation welcomes the use of this information by any individuals or organizations desiring to be part of educational improvement for young people.

The *World of Work* materials are made possible by the many people who have provided input and expertise to the program. The dedication of Chrysler Corporation employees have made the *World of Work* program happen.

A handwritten signature in black ink, appearing to read 'R. J. Eaton', with a large, sweeping flourish extending to the right.

Robert J. Eaton  
Chairman of the Board  
Chrysler Corporation  
1993



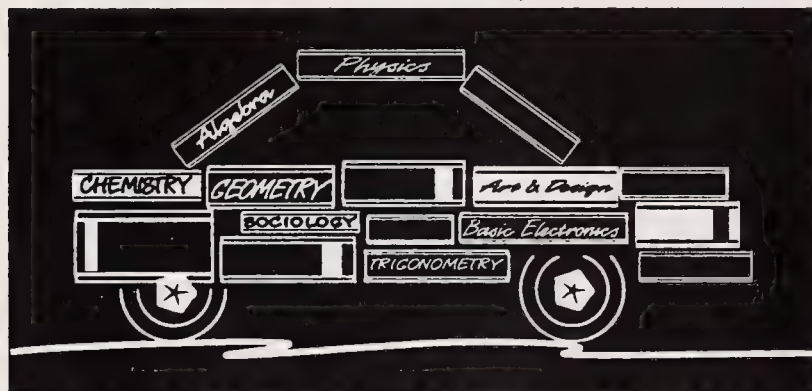


## Rationale

As the tenth anniversary of A Nation at Risk (The National Commission on Excellence in Education report) approaches, the evidence indicates no substantial educational improvement in our country.

In spite of billions of tax dollars and the best efforts of the educational community, the job isn't getting done. Educators are ill-prepared to deal with student apathy or inability to attend to learning.

As America's public schools remain thwarted in their attempts to educate students, more and more business leaders, government officials, and citizens are expressing a desire for educational reform. Recognizing that academic improvement for low income children in urban areas is essential for the renewal of our cities, the National Governors Association established six national education goals. The realization that education is everyone's concern has created momentum for others to become involved.



Chrysler Corporation shares the national concern regarding the problems facing American education today. The original intent of Chrysler's educational involvement was and still is altruistic; however, support of education is congruent with the needs of continuing growth in the Corporation. Every business needs a quality work force and an employed population to buy its products. Business benefits from a strong public education system.

The Corporation is convinced that the battle for educational excellence can only be won school by school, student by student.

## Historical Overview

In the 1980s the Chrysler Corporation became actively involved in finding solutions to the problems in education. Chrysler Chairman Lee A. Iacocca was adamant that Chrysler resources be committed in an organized plan to help children. The first step was to hire an educator to develop and direct Chrysler's educational initiatives.

In 1989 the Chrysler Corporation Education Task Force was organized to research, discuss and evaluate ideas and programs that would contribute positively and productively to educational reform.

The Task Force (now called the Education Programs Advisory Group) is made up of representatives from key corporate offices and is managed by the Chrysler National Education Programs Administrator. The Advisory Group includes representatives from the Chrysler Fund, Government Affairs, Corporate Communications, Public Affairs, Plant Human Resources and retirees.

The Advisory Group's first order of business was to develop an Education Mission Statement, adopted by the Chrysler Corporation in 1990. The statement reads as follows:

*Chrysler Corporation is committed to the improvement of American education. Chrysler programs specify these Chrysler education goals:*

- 1. Support selected reading initiatives in grades K-6.*
- 2. Promote and encourage employee participation and involvement in local school programs.*
- 3. Elevate the status of teachers and support national accreditation standards for the profession.*
- 4. Advance public awareness and foster exchange of ideas on national education issues.*





Recognizing that contributing dollars wasn't the only solution, the Chrysler Education Task Force sought creative strategies to support the company's educational goals. In the words of Chairman Iacocca, "What we really need to throw at education is more energy, more commitment, and more time."

The **World of Work** Program is only one of the strategies developed by Task Force members. The program is a school/business partnership designed to promote educational reform by encouraging employee participation and involvement in local schools.

Chrysler's **World of Work** Program focuses on preparing today's kindergarten through twelfth grade schoolchildren for the workplace and life in the 21st Century. The program links Chrysler employees with specific public schools located in Chrysler plant cities or with the school that an employee's child attends. **World of Work** volunteers help students relate the skills they learn in school to the ways they will use those skills in their own lives and, later, on the job.

The specific objectives of the **World of Work** Program are to:

- encourage responsible behavior;
- improve school attendance;
- stress job completion; and
- develop effective learning skills.

The Chrysler **World of Work** Program was initiated using limited financial resources. The intent was to design a program that could be enacted without heavy financial dependence.

The heart of the **World of Work** Program is the human resources that are made available to schools. Chrysler Corporation made a commitment to allow any employee one hour a week during the workday for volunteer activities at a school of his or her choice. Although employees are expected to fulfill their work obligations, the release time which allows employees to volunteer is flexible and responsive to the needs of the schools involved. Involvement ranges from a school program with 30 volunteers at a single Chrysler location to a one-volunteer program by a parent in the child's school.

Countless studies show a positive correlation between children's achievement and their parents' involvement in their schooling. Chrysler Corporation recognizes that when a company helps its employees get involved in their children's schools, it is helping to improve public education and, at the same time, relieving employee stress over the conflicting roles of work and home life.

Orientation and program monitoring materials are provided by the Chrysler Corporation. Materials include a volunteer manual, recruitment brochures, and posters.

## Components of the **World of Work** Program

### Scope of Involvement

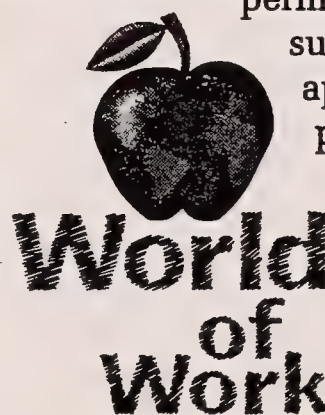
Assembly line employees, secretaries, and managers from all levels of Chrysler Corporation participate in the program. With the permission of their immediate supervisors, volunteers apply to take part in the program. Top management supports and encourages participation.

Supervisors monitoring employee participation in the program report employee performance of job duties has remained high since the **World of Work** Program's inception.

In addition to the one workday hour per week Chrysler allows for employee involvement in the program, many **World of Work** volunteers continue their association with their designated students during the summer vacation period.

### Selection of School Districts

Before assigning volunteers to an individual school, the Chrysler National Education Programs Administrator contacts the superintendent of schools in a prospective district. The **World of Work** Program is explained to the superintendent and appropriate school district administrative staff. If the







superintendent agrees to invite the *World of Work* Program into the district, a school is selected to participate.

School districts are designated based on their location relative to Chrysler facilities. *World of Work* schools are selected by desire to participate and proximity of employee volunteers to the individual school. Employees are allowed travel time over and above the one hour per week but excessive travel time is discouraged. The school districts have been eager to participate.



### Contact with the School

As stated, the initial contact for the *World of Work* Program is made through the superintendent and school

district administration. When a specific school has been selected the procedure is as follows:

- A meeting with the school principal and the Chrysler Coordinator is held to go over the structure of the *World of Work* Program. *World of Work* materials (such as the volunteer manual and training curriculum) are given to the school principal for review. (See Appendix A.)
- Once the principal approves participation, an orientation meeting is held with the school staff. In this meeting, the Chrysler Coordinator discusses all components of the *World of Work* Program. A question and answer period concludes the meeting. Teachers are asked to sign up to participate in the program and to prepare a list of areas of assistance the Chrysler volunteers might provide.

During the staff meeting, the Chrysler Coordinator emphasizes that the volunteers are not teachers. The role of the volunteer is to assist the student or students under the direction and guidance of the teacher. Emphasis is

also given to the premise of the *World of Work* Program: that volunteers work solely with students and are not expected to perform other chores. The purpose of the program, to help students on a personal level, is stressed.

In addition, it is made clear that although volunteers receive orientation for the program, they are basically uninformed regarding learning strategies. Teachers are reassured that any volunteer who is not suited to their needs can be removed from the assignment. Great care is taken not to add to the already heavy responsibilities of the classroom teacher.

- Following the staff orientation, a school representative is designated to act as liaison for the *World of Work* Program.
- The school liaison and *World of Work* Coordinator evaluate student needs and the abilities of the volunteers and channel resources to areas of concern. Schools receive a list of services volunteers believe they can provide and volunteers receive a list of the needs identified by each participating teacher within a school.

This two-way communication establishes what is expected and what is desired by all parties involved.

It is important to note that not every teacher in every school chooses to participate in the *World of Work* Program. Participation by the school staff is entirely voluntary.

### Recruiting Methods for Chrysler Employees

Recruiting volunteers is a large part of the job of the National Education Programs Administrator. Several types of recruitment tools are used.

The *Chrysler Times*, the Corporation's weekly newspaper, frequently runs articles on the *World of Work* Program. These articles encourage employee participation in the



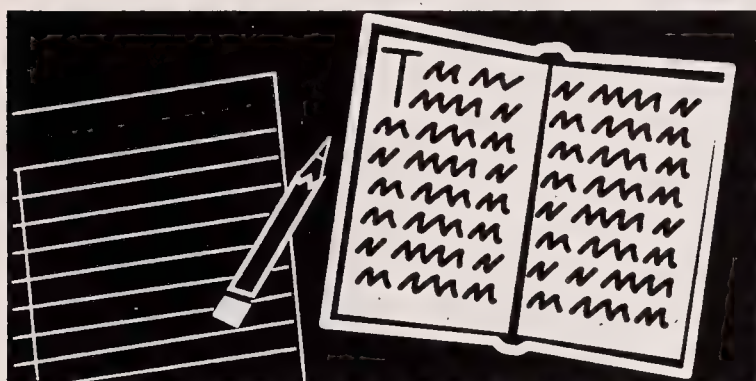


program and provide information on how to become involved.

The Chrysler Employee News Daily also highlights the **World of Work** Program and announces the dates, times, and locations of recruitment and orientation meetings.

Recruitment rallies are held four times a year to inform Chrysler employees about the **World of Work** Program. The locations of rallies are changed frequently to accommodate different Chrysler facilities.

The most effective **World of Work** recruitment strategy, however, is word of mouth. The program began in 1990 with eight volunteers. Presently, more than 2,000 Chrysler Corporation retirees and volunteers from Chrysler facilities across the country are working with children. The enthusiasm of participating volunteers is the best recruitment tool.



## Orientation Meetings

Announcements of orientation meetings are published in house organs and through bulletin board postings. Care is taken to change meeting locations frequently to make them accessible to employees at different Chrysler facilities.

The purpose of the orientation meeting is to provide prospective **World of Work** volunteers an overview of the objectives of the program and to discuss volunteer options. Ample time is provided for questions and answers.

School staff are invited to orientation meetings to share their expectations of the **World of Work** Program and specific school information.

A typical orientation agenda includes:

- Introduction of Guests
- Overview of **World of Work** Program
- Specific **World of Work** Objectives
- Components of the **World of Work** Program
- Address by School Personnel
- List of Current Volunteer Activities
- Summary of the Application Process
- Question and Answer Discussion

## Screening

In order to participate in the **World of Work** Program, employees prepare and submit an application (see Appendix B) to the National Education Programs Administrator. Employees are encouraged to attach a resume/vita/personal history record to their application. Following receipt of the application, applicants are scheduled for a personal interview. (See Appendix C.) A participation record is attached to each application and a copy of the record is placed in the volunteer's personnel file since volunteerism is considered part of employee evaluation. When the screening process is completed, volunteers are expected to attend a two-hour training session before beginning their school assignments.

## Training Session

Training sessions are used to launch a new **World of Work** school, to add new volunteers to existing programs, and as follow-up inservice for active volunteers. Follow-up inservice programs deal with specific topics such as self esteem and whole language learning. Participating **World of Work** school staff members provide the training. The use of school personnel in the training provides credibility to the program and sustains a partnership approach.

Training sessions are held frequently and are designed to serve







volunteers for a particular *World of Work* school. This enables the designated *World of Work* school personnel to participate in the training. Employees receive a manual (see Appendix D) during the training session.

Some employees choose to volunteer in their own children's schools. These volunteers are classified under the heading of Independent School Volunteers. They also attend training sessions.

The two-hour training session involves:

- Legal Considerations
- Procedures
- Components of Learning
- Role of the Volunteer
- Role of the Teacher
- Review of the Manual
- Evaluation Procedures
- Questions and Answers Discussion



### School Assignment

*World of Work* employee volunteers are assigned to a specific school after the initial training session is completed. As a rule, a minimum of eight and a maxi-

mum of 30 volunteers are assigned to each *World of Work* school. In the case of Independent Schools, there may be only one volunteer. This accommodates employees choosing to volunteer in their children's schools.

Prior to the volunteers beginning their experience in a *World of Work* designated school, the school staff provides a tour of the facility and explains the essential school procedures and routines. Usually, an orientation takes place with participating teachers and assigned volunteers sharing a "get acquainted" session.

Special care is taken with the initial meeting between the volunteer and his or her student or students. Volunteers, as a part of their training, are provided suggestions on how to develop a mutually satisfying relation-

ship with their designated student or students.

Some volunteers prefer to work on a one-to-one basis with a student, some prefer a small group of students and, in some instances, volunteers take on an entire class. Assignments are flexible to reflect the talents of the volunteers and the needs of the students. The volunteer frequently functions as a mentor as well as a tutor.



### School Coordinator

The *World of Work* Coordinator is essential to the smooth operation of the program. (See Appendix E for a description of the coordinator's duties.) Each *World of Work* school has a designated coordinator who volunteers to assist the other employees serving that school by acting as liaison to school personnel. The coordinator attends *World of Work* coordinator meetings in which all aspects of the program are reviewed. Ways to strengthen the program are discussed during these meetings. Brainstorming takes place to solve problems or concerns. Materials are given out at the meetings and coordinators, in turn, dispense the materials to the volunteers in their schools. Plans are made at the meeting for additional training sessions, evaluation meetings, and ways to assist the *World of Work* volunteers.

### Evaluation Procedures

#### Scholastic Corporation Evaluation

The initial formal evaluation of the *World of Work* Program was conducted in 1992 by the Scholastic Corporation, the largest publisher of magazines and books for children in the English speaking world.

"In two years," the study concluded, "Chrysler Corporation has developed a successful and meaningful contribution to the communities in which they work. This has been with little cost and lots of employee dedication. It is an excellent example of how American business can support local schools."



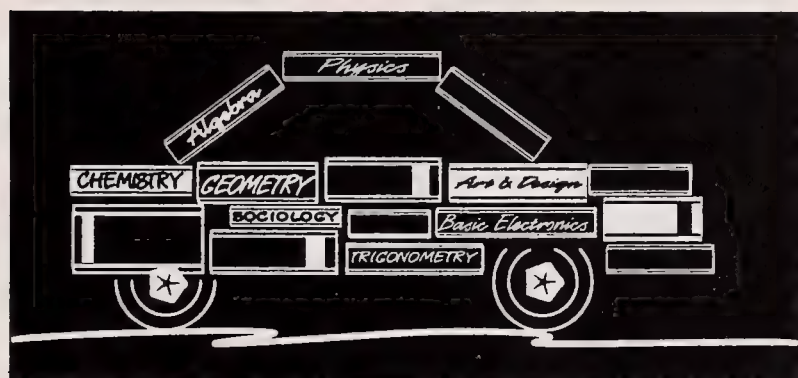


Scholastic interviewed students, teachers, administrators, and Chrysler *World of Work* volunteers. Each group interviewed reported benefits in the student/volunteer relationship. Among the findings were the following:

- Teachers said students' educational skills and attendance improved. Students finished tasks, displayed greater self esteem, were more concerned about getting good grades, and enjoyed working with the volunteers.
- The flexibility of the program was considered a major benefit. Each *World of Work* school found a unique way to employ the resources. Volunteers also appreciated the flexibility of the program in fitting volunteer time into their busy schedules.
- School personnel attributed the success of the program to the dedication of the volunteers.

Suggestions for improvements included:

- More volunteers
- More time in schools
- Additional training
- Sharing of ideas and success stories



## Informal Evaluative Techniques

*World of Work* volunteers, school personnel, students and parents rate the program at the end of each school year. (See Appendix F.) The suggestions are compiled and activities are designed to implement suggestions.

In addition, *World of Work* coordinators are asked to evaluate the progress of the program at each coordinator's meeting. The group works diligently for continuous improvement.

An unanticipated evaluative source came from the managers and supervisors of the *World of Work* volunteers. This group has been overwhelmingly positive concerning the increased creativity, self esteem, and work productivity of the employees involved in the program. While the purpose of the program is to help students, it is gratifying to learn that *World of Work* participation also enriched the volunteers.

## Additional World of Work Program Elements

- **Chrysler Corporation Fund Mini Grant Program**

The Mini Grant Program enables each participating *World of Work* school to apply to the Chrysler Fund for a matching grant up to \$500. The grant request must reflect the purpose of the *World of Work* Program and establish an appropriate plan of action and budget. (See Appendix G.)

- **World of Work Volunteer Fund**

The Chrysler Corporation Fund allows up to \$200 per *World of Work* school for volunteers to use for miscellaneous items. This is handled through the coordinator of each school.

- **Appreciation**

During National Volunteer Week, all volunteers are presented with a small token of appreciation. A program is held yearly to recognize *World of Work* volunteers.

- **Supplementary Materials**

Excess corporate promotional materials are supplied to *World of Work* schools by Chrysler merchandising for use in classrooms. Audio tapes, video tapes, magazines, posters, books and maps are distributed through the coordinators.





## Summary

The *World of Work* Program began in January of 1990 with one school, Glazer Elementary in Detroit, Michigan. The program has grown to 2,000+ volunteers in 54 schools. The continued growth of the program is the single most important evaluative indicator.

The Chrysler Corporation *World of Work* Program received the 300th Point of Light Award from the Bush Administration in 1991.

It was the first corporate volunteer program to receive such recognition.

The entire Corporation shares in the sense of pride in what has been accomplished through the *World of Work* Program.

One teacher said it all, "I receive a pleasant, very qualified professional who really cares about children, is reliable and tries hard to help students." That is an accurate summation of the *World of Work* Program.

## Conclusion

### Critical Analysis of the *World of Work* Program

Using the evaluation techniques in place, the strengths and weaknesses of the *World of Work* Program are clear.

### Strengths

- Dedication of volunteers
- Flexibility of the program format
- Low cost of the program
- Ability to assist students to establish a strong work ethic
- Positive use of excess Corporate merchandising material



### Weaknesses

- Availability of personnel to manage program (to provide recruitment of volunteers, training sessions, etc.)
- Frequent change of volunteers' work locations
- All administration of the program, except for the National Education Programs Administrator, is done by volunteers over and above their required job responsibilities

Fortunately, the strengths far outweigh the weaknesses. However, identification of areas needing improvement is vital to the future growth and success of the program.

### Future Plans

Chrysler Corporation has made a commitment for continued support of the *World of Work* Program. In the future, additional collaboration with school personnel and college and university people would enhance the program. Encouraging pre-service education students to participate in the program would be helpful. In addition, recruitment of additional retirees into the program would assist in getting more volunteers into the schools.

Establishment of a Chrysler *World of Work* award is being considered to recognize volunteer efforts.

The premise to keep costs low and number of volunteers high will continue to be the backbone of the *World of Work* Program.

Replication of the *World of Work* Program is encouraged and assisting such efforts is the purpose of this handbook. Any organization, business or otherwise, that wishes to encourage its members to help children can establish a similar project. Working together we can make a significant difference. Educational improvement will happen school by school, child by child.







## Appendix A

### **World of Work Information Handbook**

This Information Handbook has been designed for school personnel and parents.

Written and edited by: V. A. Becker, J. E. Griffie, J. E. Jensen



**World  
of  
Work**

#### **Introduction**

Welcome to the **World of Work**. You are participating in a program designed to help students understand the relationship between what they are learning in school and how they will use these skills when they enter the work world.

#### **Program Objectives**

Specific objectives of the **World of Work** program are to encourage responsible behavior; to improve school attendance; to develop effective learning skills; and to stress task completion.

#### **Mission Statement**

The mission of the **World of Work** Program is to assist elementary and secondary school children in developing career path work attributes.

This can be achieved by development of productive work ethic principles; role model/mentor relationships; concept building experiences; and assessment of needs and matching resources.

If at any time a situation should arise that detracts from the volunteer's ability to serve effectively in his/her capacity, contact one of the **World of Work** Coordinators. The program is designed to be a positive experience for the student, volunteer and classroom teacher, and changes in assignment can be made to ensure that effort.

#### **What time will volunteers be in the classroom?**

Volunteers choose a time, during the school day, when they can leave the work site each week. They try to choose a time which can be

repeated, so they will be able to meet with the same students on a consistent basis. Volunteers try to accommodate the teacher-student schedule.

#### **How can the volunteers get time off from work to come to school?**

Chrysler employees must clear their volunteer involvement with their managers or direct supervisors, but the corporation has authorized one hour each week, plus travel time, for employees to volunteer. Volunteers are expected to keep their Chrysler work assignments up to date.

#### **Who are the volunteers?**

Volunteers are employees from various Chrysler Corporation facilities, including the many production plants, corporate headquarters in Highland Park, Michigan, and the new Chrysler Technology Center in Auburn Hills, Michigan. Retired Chrysler Corporation employees are also volunteers.



#### **How many volunteers are involved?**

There are more than 2,000 Chrysler volunteers.

#### **Will volunteers let me know when they cannot come at the regular time?**

Yes. If a volunteer is unable to make his/her weekly visit, they are expected to telephone the school.

#### **Will volunteers work with only one student?**

In order for the volunteers to spend quality time with students, we ask that they not work





with more than two or three students at one time. Optimum conditions for the student and volunteer are one-on-one tutoring situations in a quiet area. Some volunteers, however, enjoy providing whole class student activities.



**What do I do if a volunteer and student are not working well together?**

The teacher is the ultimate evaluator of the relationship. If it is not working, contact the *World of Work* Coordinator and an appropriate change will be made.

**Am I expected to provide the volunteer with lesson plans?**

Formal lesson plans are not necessary. However, frequent discussions with volunteers about concepts the class is studying and areas in which students need help are advised. Point out specific skills, such as reading comprehension, in which individual students need assistance.

**Will volunteers bring supplies with them?**

Due to budget constraints, volunteers will work with supplies provided by the schools for student activities. Volunteers occasionally will bring special materials for a specific project.

**Will volunteers be doing things such as grading papers or mixing paints?**

The nature of the program dictates that volunteers work with students. Volunteers are present to assist students, not to function as teacher aides.

**Are volunteers available for such activities as "Career Days"?**

Yes. If the volunteers are able to leave their work place for an additional activity during the week, they will gladly participate in extra activities. In addition, some interested employees cannot volunteer on a weekly basis, but will gladly participate in a one day event.

**Will the volunteers treat information about students as confidential?**

Yes, of course. Volunteers are instructed to treat student information as teachers do.

**Will the *World of Work* donate money to our school?**

*World of Work* is a human resource intensive program. Financial contributions are not part of the program. However, teachers and schools are encouraged to submit proposals for programs which may receive mini-grants from the Chrysler Fund.

**How are parents notified about the program?**

Each school can notify parents in a style of their own choosing. Some schools have publicized the program in the first newsletter of the school year or at the first Parent-Teacher Organization meeting in the fall. Chrysler suggests students have a permission slip on file.

**What kind of students participate in *World of Work*?**

The elementary school program targets students deemed needful by teachers and counselors. However, many of the extracurricular programs started by volunteers target gifted students and those with special interests.







**How will students be paired with volunteers?**  
The school determines the assignment of volunteers.



**Will volunteers work with me to set up field trips?**  
Yes. Volunteers are encouraged to set up field trips and opportunities to work with children. Volunteers should contact their Chrysler *World of Work* Coordinator to determine what an appropriate field experience would be, and to obtain field trip guidelines.

**Are volunteers allowed to take children out of the building?**

Volunteers, for liability reasons, are not allowed to take children out of the building unless they have a signed parental/ guardian permission slip.

**Who is the *World of Work* coordinator in my school?**

The *World of Work* Coordinator at each school is usually the principal or an interested staff person (such as a counselor) who works with the Chrysler *World of Work* Coordinator and the volunteers.

**What procedures must volunteers follow?**

Volunteers are asked to follow all school procedures, especially those that pertain to visitors in the building. It would be very

helpful if each volunteer were provided with a school handbook or list of school procedures. Additionally, if participating teachers would provide a list of classroom rules to the volunteers who are working with students from their classroom, this will help things to function more smoothly.

**What do *World of Work* volunteers do?**

At some *World of Work* schools, volunteers:

- Teach French
- Help with homework
- Work on science fair projects
- Help with choral music
- Teach debate skills
- Develop mentoring groups
- Teach resume writing
- Conduct computer demonstrations for students

**Will I be responsible for giving the volunteers background information about my students?**  
Any necessary information should be provided.

**What kind of information is available on the volunteers?**

Generally, volunteers complete an interest inventory which gathers background information on their experiences with students.



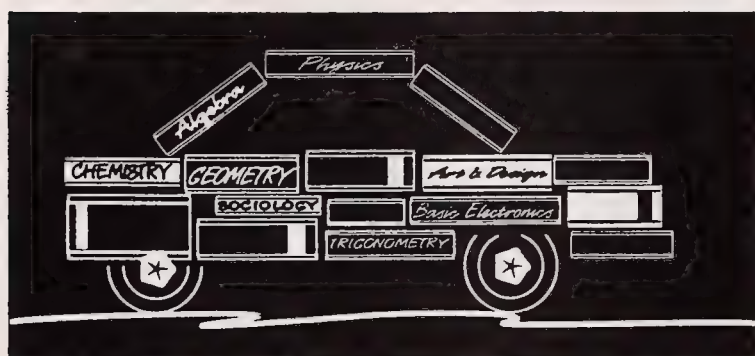
**How often should I communicate with the volunteers?**

As often as possible, given the time constraints of a busy teaching schedule.



### Do teachers evaluate the program?

While input from participating teachers is appreciated, it is not required that teachers evaluate the program. *World of Work* coordinators will use suggestions to improve the delivery system.



What if a student and volunteer are spending time doing homework assignments, but I would like them to work on a specific skill, such as reading comprehension. Should I tell the volunteer?

Yes! Volunteers want to assist the students in improving their skills. They will tutor them and mentor them in a given area to the best of their abilities.

### What is the teacher's role in all this?

Teachers serve as guides by offering suggestions to volunteers on how the student's needs can best be met.

### We want to recognize our volunteers at the end of the year. How can we do that?

Many of the *World of Work* schools have recognized their volunteers with special volunteer breakfasts, assemblies, certificates, notes and pins during National Volunteer Week and at the end of the school year.

### What are some other Chrysler Education Programs?

Other programs include Employability Skills, Running Start® (a Reading Is Fundamental Inc. program), and Chrysler's Detroit Area Pre College Engineering Program (DAPCEP). Chrysler volunteers also participate in Junior Achievement. If you would like more information on these programs, talk to the Chrysler *World of Work* Coordinator for your school.





## Appendix B

### Chrysler Corporation *World of Work* Volunteer Application

(Please Print)

Name \_\_\_\_\_ Soc.Sec.No. \_\_\_\_\_

Home Address & Telephone \_\_\_\_\_

Are you retired? — Yes — No (If yes, skip questions 1 to 3 below)

1. Department: \_\_\_\_\_

2. CIMS Number: \_\_\_\_\_

3. Chrysler Phone #: \_\_\_\_\_

Whom should we notify in case of emergency?

Name	Address	Phone
------	---------	-------

Physical Limitations (If any): \_\_\_\_\_

Have you ever served as a school volunteer? \_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, Year: \_\_\_\_\_ School: \_\_\_\_\_

Assignment: \_\_\_\_\_

Other Volunteer Experience:

Organization: \_\_\_\_\_

Volunteer Position: \_\_\_\_\_

How long: \_\_\_\_\_

What activities would you be interested in doing? Please check.

☐ Interaction with students

☐ Speaking before students

☐ Reading to students

☐ Preparing educational programs/materials

☐ Handle field trips

☐ Coordinate science fair

☐ Organize/work with after school club

☐ Other: \_\_\_\_\_

If you have a particular school district in mind, please list. \_\_\_\_\_

Indicate if you have experience in the following areas:

☐ Interacting with Children

☐ Designing/preparing training materials

☐ Public speaking

☐ Counseling/one-on-one work

☐ Other \_\_\_\_\_

(Over)



Grade level preferred: Elementary (K-5) \_\_\_\_ Middle (6-8) \_\_\_\_ High (9-12) \_\_\_\_

Describe in what area you would feel most comfortable participating:

- |   |  |
|---|--|
| <input type="checkbox"/> Computers              | <input type="checkbox"/> Career Development        |
| <input type="checkbox"/> Design/Product         | <input type="checkbox"/> Current Events            |
| <input type="checkbox"/> Sales/Marketing        | <input type="checkbox"/> Physical Education/Sports |
| <input type="checkbox"/> Music                  | <input type="checkbox"/> Science                   |
| <input type="checkbox"/> History/Social Studies | <input type="checkbox"/> Math                      |
| <input type="checkbox"/> Financial              | <input type="checkbox"/> Art                       |
| <input type="checkbox"/> Life Skills            | <input type="checkbox"/> English                   |
| <input type="checkbox"/> Other:                 |  |

The UAW/Chrysler National Training Center is a business partner with Detroit Cody High School. The partnership is in need of volunteer mentors and tutors. Indicate if you would like to participate in this program. \_\_\_\_ Yes \_\_\_\_ No

Are you interested in the traditional **World of Work** program (volunteering one hour a week)?  
\_\_\_\_ Yes \_\_\_\_ No

Are you interested in the **World of Work** Special Services program (classroom presentations a few times during the school year)? \_\_\_\_ Yes \_\_\_\_ No

If yes, what type of special program would you feel comfortable presenting? \_\_\_\_\_

Are you willing to accept orientation, training and general direction from teachers, principals and others directing the volunteer program? \_\_\_\_\_

Have you ever been convicted of a criminal violation, other than traffic violations?  
\_\_\_\_ Yes \_\_\_\_ No

If yes, please state what type of violation: \_\_\_\_\_

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Return completed form to: VALERIE A. BECKER CIMS: 416-13-27

-----  
Office Use:

\_\_\_\_\_  
Designated Program

\_\_\_\_\_  
Interview

\_\_\_\_\_  
In-service





## Appendix C

### Chrysler Volunteer Interview Questions

1. What motivated you to volunteer for the *World of Work* program?
2. Discuss briefly any experience you may have had interacting with children.
3. Are you aware of the procedures outlined for Chrysler Employee Volunteers?
4. Have you received permission to volunteer from your immediate supervisor?
5. What interests or talents would you like to share with the students?



Volunteer's Name: \_\_\_\_\_

Interviewer: \_\_\_\_\_

Date: \_\_\_\_\_



## Appendix D

### World of Work Volunteer Manual

#### Work of Work Mission Statement

To assist elementary and secondary schools with infusion of career path work attributes in the school curriculum, that Chrysler Corporation will coordinate.

This can be achieved by:

- Role model/mentorship relationships
- Concept building experiences
- Assessment of needs and matching resources
- Development of work ethic strategy

#### Specific Strategies

- To improve student school attendance
- To stress job completion
- To encourage personal responsibility for personal behavior
- To develop effective education skills

#### Introduction



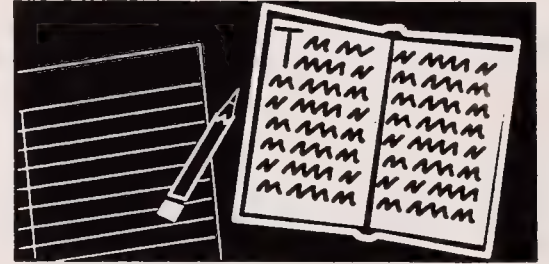
**World  
of  
Work**

Welcome to the *World of Work*. You are participating in a program designed to help students understand the relationship between what they are studying in school and how they will use these skills when they enter the work world.

Your consistent commitment as a role model will help students adopt a set of positive work ethics. It is important that every volunteer establish a regular pattern with the students. The students in this program will benefit from constructive role model

assistance. You will provide a structure and consistency to their school experience. The important

factor in the *World of Work* volunteer program is the volunteer who comes every



week to spend an hour with the student. You will make a difference in the child's attitude toward his or her responsibility for their own education and establish a pattern that can serve as a guideline for the child later in life.

Arrangements should be made with your immediate supervisor to secure flexible time arrangements. Employees are needed at the school during school hours. Managers are asked to allow employees to volunteer their services during the school day. We wish to stress, however, that the volunteer effort should not detract from your normal work level.

If at any time, a situation should arise that detracts from the volunteer's ability to serve effectively in his/her capacity, contact one of the *World of Work* coordinators. The program should be a positive experience for both the student and volunteer, and changes in assignment can be made without difficulty.

Your contribution to educational improvement is appreciated.

The *World of Work* Program was designed and implemented by the Chrysler Education Program Advisory Group. Appreciation is extended to the members of the advisory group for their contribution.

#### Procedure Checklist

Chrysler employees are encouraged to participate in volunteer education initiatives. To accomplish this, volunteers should be in-





formed about certain procedures which are necessary to help make our program a success. The following are informational items that a school volunteer will need to know:

- Procedures to use for emergency conditions (i.e., fire drill, tornado) — request specific route information from the building administrator.
- Procedures to use for any accident/injury or health problems.
- Volunteers are asked to sign in and out at the school office. This is a system-wide school policy and should always be observed.
- Corporal punishment legislation prohibits the **threat** or **use** of physical pain in all school districts to penalize student misconduct except when students, with or without a weapon, behave in a manner injurious to themselves, people or property. Volunteers should summon help from local school personnel to handle disruptive behavior patterns at their assigned school.
- Specific school procedures and rules — Volunteers should ask their school coordinator for a copy of the school

policy handbook. This handbook outlines the procedure and rules of the school.

#### IMPORTANT

NOTE: A child cannot be taken out of the school without a written permission slip from the child's parent or legal guardian.

- The teacher is in charge of the classroom. Volunteers should assume their direction from the teacher. If at any time there appear to be

problems with the teacher involved, we will reassign the volunteer.

- Information about children is classified and confidential. Volunteers should treat any information they learn about the student in strict confidence.

#### What do *World of Work* volunteers do?

*World of Work* volunteers are asked to use their interests and talents to carry out the defined objectives of the program which are explained in our mission statement. The following is a list of some ideas generated by teachers and volunteers in the program:



- Establish a Science Club
- Stress time management for student completion of assignments
- Sponsor a Science Fair
- Sponsor an Elementary Science Olympiad
- Provide computer training
- Sponsor science field trips
- Create a "Career Day" program
- Establish seminars by bringing in others to speak on various subjects
- Provide mentors
- Provide field trip to volunteer's job site to observe men and women at work
- Share hobby with students interested in learning same pursuit, i.e., chess, model cars, board games, story writing, etc.
- Correspond with student (become a pen pal)
- Provide after school activities, i.e., sewing, crocheting, dancing
- Read to a small group of children
- Plan "library" trips







- Teach a skill, i.e., typing, computer, filing, ice skating
- Establish a sports club:
  - Make charts of players, score, averages
  - Write letters to players, assign different tasks to students
  - Visit the activity/ Play the game
  - Subscribe to and read a magazine or book on the sport
  - Write a report on activity
- Assist in the art curriculum
  - Identify talented students
  - Stress how talent can lead to job (architectural, design, engineering)
  - Demonstrate how art is used in production i.e., clay modelers
  - Have art fair
  - Assist teacher in utilizing instructional technology in the classroom
  - Share time management skills
  - Talk with students regarding the workforce and skills they will need in the future
  - Tutor children in subjects which need strengthening
  - Facilitate a student exchange program with a suburban school
  - Establish man-to-man and woman-to-woman role model program
  - Visit museum with children
  - Adopt a class
  - Work with a class on a group project, i.e., create a company which manufactures a product
  - Visit a workplace
  - Set up a learning game room

These are just a few suggestions. We encourage volunteers to be creative and come up with something they feel will be of interest.



### Strategies for Helping Students

Working with a child requires organization. Although you will not be “teaching,” there are some strategies which will help you make the most of your time together. Use of strategies will assist your time to be concentrated on your objective.

- Establish for yourselves a plan of action. The classroom teacher should provide you with a basic set of objectives. Discuss with the teacher what you are doing as frequently as possible. Share your plan and seek suggestions from the teacher.
- Be prepared. Each session should have a plan. Know what you want to accomplish. Short assignments with different types of activities work best.
- Activities should be challenging, but not overwhelming. Give the student time to think and verbalize what is taking place.
- Break difficult tasks into simple units. Build on positive experiences.
- Make use of manipulative materials whenever possible.
- Reward responsibility. You may wish to design a “star” or sticker chart to graph accomplishments.
- Keep the lessons moving. If the child loses interest, change the activity.
- Provide immediate praise to correct responses.





## Getting Started "All About Me"

**Purpose:** Name recognition and interest inventory

Don't depend on school name tags to remember the children's names. We suggest you find an interesting way to get to know the kids. Attached is a sheet entitled "All About Me".

1. Take individual photos of the kids at the first session. Wait for free double days at your photo place so you can give the extra photo to each kid.
2. At the next session have the kids complete the attached form and glue their pictures to the sheet. Make sure the kids print their first and last name. Put all the sheets in a three-

ring binder and study their faces and names. Test yourself just before you go to class.

3. Take photos of the kids at the end of the year and have them complete another form. Compare their responses, handwriting, spelling to the sheets prepared at the beginning of the year.
4. Make sure the teacher has copies of the forms from both the beginning and end of the year so that improvements or significant changes can be observed.

### ALL ABOUT ME

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Date: \_\_\_\_\_

My hobbies: \_\_\_\_\_

When I grow up, I want to be: \_\_\_\_\_

I like to do this on Saturdays: \_\_\_\_\_

If I could teach the whole world something, I would teach them: \_\_\_\_\_

The food I like best is: \_\_\_\_\_

If I could visit another country, I would visit: \_\_\_\_\_

If I could invent something, I would invent: \_\_\_\_\_



## Sample Session



# World of Work

We have listed below an outline you may follow for your first session with your student. This is just a guideline. Volunteers should use their own judgment and follow what they are most comfortable with in establishing communication during this first session.

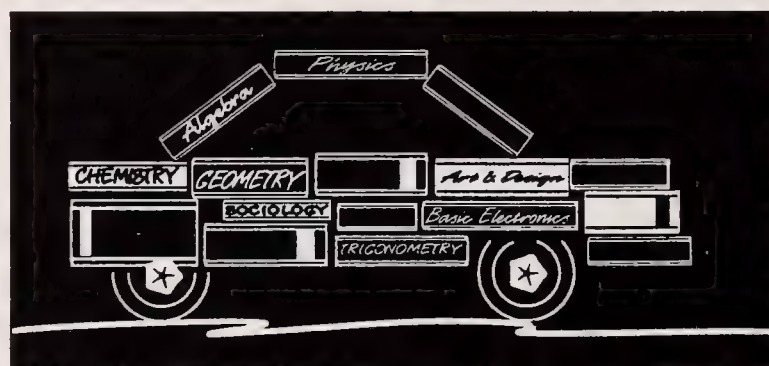
- Ask student about their likes, dislikes, hobbies or interests.
- Ask career goals - "What do you want to be when you grow up?"
- Tell the students why you are there.
- At the end of the session, tell your student when to expect you back and also what you will expect them to do at your next session, i.e., bring book of interest, homework, etc.

## First Meeting with Student

The initial meeting with your student is important. Your enthusiasm and interest in the child will help to develop a trust relationship. Here are some suggestions for the first meeting.

- Spend a few minutes sharing something about you, your workplace or family. If students wish to talk about same, listen intently. Some students will not do this on the first session and must establish trust before opening up to you.
- Use the child's name as often as possible. Acknowledging a person's name builds self-esteem.
- Talk about how you felt about school. Ask the child to describe how he or she feels about school.

- Try to ask questions that cannot be answered with yes or no.
- You may wish to have the child draw a picture of his or her family. After the picture is finished, the child can describe and tell something about each family member.
- Ask the child what kinds of things he or she likes to do. This helps to find a special way to work in the areas that the student needs assistance. Learning happens more easily when the child feels comfortable with the process.
- Have the child help you make plans about how you will spend your time together. Devise a plan that allows both of you to share responsibility.
- The initial meeting should be a "getting-to-know each other" experience. You may wish to keep a notebook to record what happens during each session. The notebook could contain goals you have developed together. Referring to the goals after each session would be a practical evaluation tool.



## Second Session

- Ask student what has happened in past week.
- Introduce new skill; explain what the student will learn this session.
- Practice the new skill in as many different ways as time permits.
- Ask student if they have completed assignments from past week.





- Emphasize what the student has accomplished.
- Record progress and review today's lesson.



### How can you evaluate your volunteer effort?

Usually a volunteer is pleasantly surprised how well the student progresses with the individual help. You will be aware of your

progress when the child begins to become more proficient in the activities you present.

The following questions can be used to evaluate how you are functioning as a school volunteer:

- Do I enjoy being a school volunteer?
- Do I plan for the goals we have selected?
- Have I discovered how the student learns best?
- Do I listen to my student?
- Do I periodically evaluate myself?
- Am I learning and growing in my volunteer role?
- Have the volunteer efforts positively affected my personal work skills?
- What suggestions do I have to improve the program?

### Age Level Characteristics/Needs

When planning activities for your volunteer assignment, knowledge of age appropriate considerations should prove helpful. The compilation of age level characteristics and needs was done by Irene Rains a teacher leader in the *World of Work* program. Reading through the age level summaries will help you develop meaningful experiences for students. Remember: all students are different and may have only a few of these characteristics. These

are provided only as guidelines of developmental and learning growth.

## Characteristics, 5-8 Year Olds

### Physical

1. Five-to-six-year olds develop large muscles through constant activity. Seven-year-olds control fingers and hands more skillfully and eight-year-olds have good muscular coordination.
2. Motor skills develop unevenly. By age eight, more rhythm and grace are demonstrated.
3. Five and six-year-olds enjoy gross motor activities; jumping, swinging, etc. Seven and eight-year-olds begin to show interest in group games. Unorganized group play is characterized by wild running, chasing and wrestling.
4. At six years of age, girls show more rapid growth than boys. By seven, there is a slow and steady pattern of growth: boys tend to become taller than girls.



### Emotional

1. Five-year-olds show few fears; greatest fear is loss of mother. Six-year-olds show marked increase in fears; approach activities with great enthusiasm and little caution. Seven-year-olds show deeper, more worrisome fears than six-year-olds; worry about not being liked; fear new situations. Eight-year-olds show fewer fears but are often burdened by inner worries.





2. Five-year-olds have good family relationships; consider mother the center of the world; are usually good with younger siblings. Six-year-olds are turbulent. They now consider themselves the center of the world; mother remains important; both fear and admire father more than mother; not usually good with siblings. Seven-year-olds show improved family relationships; get along well with mother; relationship with father varies; good to siblings. Eight-year-olds show some regression; want all mother's attention; relationship with father is smoother than with mother; less good to siblings.



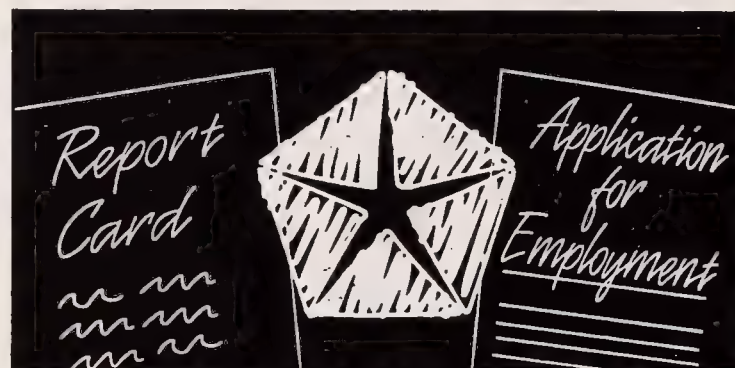
3. Five-year-olds like their teacher; want approval and affection. Six-year-olds rely on teacher and willingly conform to teacher demands. Seven-year-olds consider teacher the center of the world; are concerned about teacher's approval. Eight-year-olds like the teacher but feeling is less personal; begin to want to be part of the group.

## Social

1. Five-year-olds tell so-called lies because of imagination or unreliability of memory; conscious lies may stem from fear of loss or punishment. Seven year-olds tell fewer lies because of growing ability to differentiate between fact and fancy; ethical values are developing; tattling becomes prevalent. Eight-year-olds establish better sense of right and wrong; like to tell tall tales and boast; like secrets.
2. Five and six-year-olds tend to be quarrelsome; in general boys are more quarrelsome than girls but their friendships are more lasting than those of the girls. Sevens are very

quarrelsome; call names as a substitute for physical aggression. Eight-year-olds tend to show more verbal and less physical aggression during quarrels; tend to belittle each other.

3. Five and six-year-olds are rather impersonal; take self and others for granted; are secure within themselves. Six-year-olds are aggressive, belligerent and "bossy"; know everything; want to do everything their own way, must be first, must win, want to be loved best. Seven and eight-year-olds are assimilative; they take in more than they give out; they set high goals; have greater capacity for self-evaluation and evaluation of others. By age eight, they resent being "treated like a little kid."



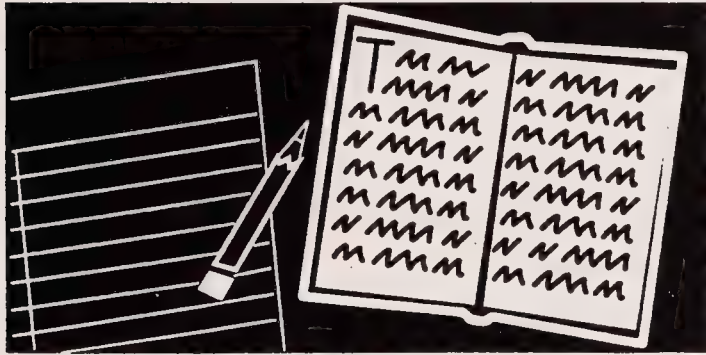
## Learning

1. Five-year olds are active and show fatigue by crossness and restlessness. Six-year olds have great vitality; are in constant motion but are susceptible to fatigue. Seven-year olds are less brisk than six-year olds but have sudden bursts of very active behavior. They tire easily. Eight-year olds are on the go; like to jump and run; ready for organized sports; learning to become spectators as well as participants.
2. Five and six-year olds like to draw, paint, color and paste. Seven and eight-year olds like to make things; begin to enjoy crafts; the "gadget" age.





3. Five-year olds ask questions which are direct and personal. Seven-year olds become more restrained. Eight-year olds begin to show sensitivity to others in questioning.



## Needs, 5-8 Year Olds

### Physical

1. Many opportunities to develop large muscle coordination.
2. Abundance of rhythmic experiences such as skipping, hopping, swinging, etc.
3. Opportunity to handle everyday items such as crayons, dishes, brushes, mops, clothing, scissors.
4. Frequent change of activities
5. Rest periods, especially five and six-year-olds.

### Emotional

1. Encouragement and interaction with significant adults.
2. Opportunities to express self, to create, to be successful and receive deserved praise often.
3. Adjustment to situations outside the family circle.
4. Acceptance by group and significant adults.
5. Atmosphere that is safe.

### Social

1. Opportunities to learn taking turns, sharing and following directions.
2. Time to talk, work, and play alone

and with other; to solve problems and to think for one's self.

3. Various play activities in order to learn to adapt to new situations.
4. Contact with "model" adults.
5. Recognition for one's self, and time to be the center of attention.

### Learning

1. Abundance of experiences to feel and use language as in stories, poems, songs, etc.
2. Opportunities to manipulate materials, play with clay, build, paint, etc.
3. Wealth of materials available to the pupil: blocks, toys, games, magazines, books, costumes, paper, etc. to stimulate creativity.
4. Varied activities to hold interest of pupil. (Attention span of five and six-year-olds is 10 minutes maximum.)

## Characteristics, 9-12 Year Olds

### Physical

1. Until ages 10 or 11, boys are likely to be taller and heavier than girls. After age 11, girls show a sharp increase in both height and weight.
2. Boys show a similar increase about two years later.
3. Boys at 12-years-old have over half their adult weight and are approaching their adult height.
4. Small hand muscles develop.
5. Speed, steadiness of movement, and accuracy improve as age increases.
6. Are extremely active.
7. Interested in active, competitive games which require motor skill.





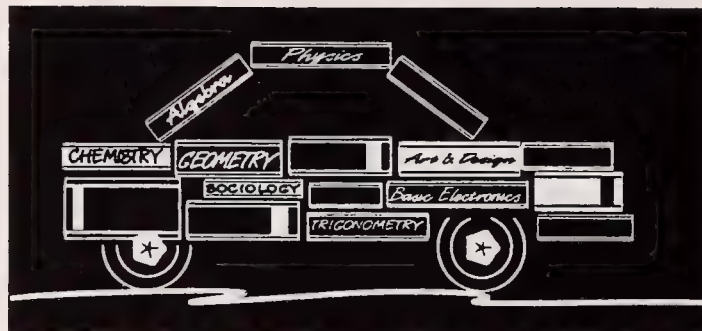
8. Are more easily fatigued after physical activity.

### Emotional

1. Show more loyalty to their teams and peers.
2. Find satisfaction in participation in community activities.
3. Are embarrassed to show affection toward parents in front of peers.
4. May have sudden "crushes."
5. Seek love objects outside their families - "hero worship."
6. Shows fewer fears than six to eight-year-olds.
7. Gain satisfaction for their ability to achieve.
8. Are influenced by parental praise.

### Social

1. Want to be or are members of a school group.
2. Act and dress like the rest of the gang.
3. Take part in foolish capers, silly acting, devising secret codes, roughhousing, and practical joking.
4. Grow in self-reliance, independence, and self-government.
5. Boys at nine years old think girls are a nuisance or are not concerned about them. By age 12, they become interested in girls.
6. Girls can become "tomboyish."
7. Challenges adult authority.
8. Want some social approval from adults.
9. Have a keen sense of right and wrong.
10. Tend to be careless about personal appearance.



### Learning

1. Boys are wild about adventure stories; girls like stories with older girls as heroines.
2. Read comics avidly.
3. Watch TV and attend movies frequently and like adventure pictures.
4. Begin to use reference books.
5. Are becoming more concerned with the real than the purely fanciful.
6. Like to make things such as model cars, etc.
7. Make collections of almost anything.
8. Like active games.
9. As they approach 11 or 12 years of age, they become interested in team games.
10. Are becoming concerned about what other people think.
11. Draw conclusions from what they see.
12. Are rapidly learning to generalize and to make deduction.
13. Are beginning to recognize the value of money.
14. Are always in a hurry to do things of interest to them.

## Needs, 9-12 Year Olds

### Physical

1. Requires 10-11 hours of sleep and adequate nutrition.
2. Independence in caring for personal and health needs.





3. Correction of posture.
4. Careful eye examination at age 10.
5. Strenuous physical activity with supervision.
6. Physical activity involving more muscle control.
7. Adequate creativity in rhythms.
8. Different kinds of play for both sexes.
9. Plenty of opportunity and stimulation to improve and display motor abilities.
10. Frequent change of activity.

### Emotional

1. Understanding and sympathy from adults.
2. Adjustment to approaching adolescence.
3. Recognition of individual shortcomings and adjustment to them.
4. Want to earn money for special wants and guidance in spending.
5. Want a chance to make decision and face consequences for mistakes.
6. Want to achieve.
7. Want to own pets.
8. Form adjustment to opposite sex.
9. Enjoy living in a world of fantasy built around real objects and persons.

### Social

1. Need to act and dress like the group.
2. Prefer organized games.
3. Need to have different kinds of play for both sexes.
4. Need room to show independence.
5. Need freedom in seeking companionship.
6. Enjoy participation in family affairs—outings, budget making.

7. More mature program with wider social contacts—scouting, camping, clubs.
8. Need group security and solidarity.
9. Need to develop good spectatorship and sportsmanship.
10. Time for adjustment to opposite sex, through working in a complementary manner.
11. Companionship with children of own age.



### Learning

1. Opportunity to study nature and make collections.
2. Study of nutrition.
3. Developing healthy attitudes toward family groups, public property, and personal appearance.
4. Opportunities to solve problems.
5. Knowledge and vocabulary in adjusting to adolescence.

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- Piaget's Theory of Intellectual Development, Ginsberg & Oppen, Prentis-Hall, Inc. 1979.





## Appendix E

### Role of *World of Work* Coordinator

The role of a *World of Work* volunteer coordinator is important to the success of a school/business partnership. The coordinator is primarily responsible for keeping the volunteer program running smoothly.

The basic structure is to meet with the school contact person and identify the needs of schools and students, understand the company's resources and match the resources to the needs.

The first step is to survey the company employees and generate a list of volunteers. Use of company newsletters, bulletin boards and word of mouth usually generates an initial cadre of volunteers. Participating volunteers often enlist others to join the program once the program is initiated.

A visit to the designated *World of Work* school is planned to discuss with the school administrator what type of volunteer needs is the second step. A list of needs is prepared which will be matched with volunteer interests and abilities.

The *World of Work* volunteer coordinator should conduct a personal interview with each employee-volunteer and mutually decide upon a suitable assignment. The coordinator then sends the school the names of the qualified volunteers and their individual assignments.

Inservice training is provided to each group of *World of Work* school volunteers. Arrangements for the inservice training is made through the office of the National Education Programs Administrator. In addition, an inservice is held for each *World of Work* school staff to explain the objective and goals of the *World of Work* program.

Finally, the *World of Work* coordinator should plan a minimum of two evaluation meetings per school year to discuss volunteer assignments, answer questions and evaluate the *World of Work* program.

There are suggested activities to assist you in helping the *World of Work* employee-volunteer program run smoothly.

- Plan a tour of the school to familiarize volunteers with the facility.
- Make arrangements for a sign-in and sign-out sheet.
- Plan volunteer appreciation activities.
- Organize joint volunteer meetings with other *World of Work* schools to share ideas.
- Highlight the successful volunteer efforts in communication vehicles.
- Develop a substitute volunteer list for emergency situations.
- Look for ways to recruit additional volunteers.

If you encounter any problems, feel free to contact me at any time.

Valerie A. Becker  
(313)-956-0607

Thank you for being a vital link in the Chrysler *World of Work* program.







## Appendix F

### *World of Work Program – Volunteer Evaluation*

Please rate on a scale of one to three,

One: Unsatisfactory

Two: Satisfactory

Three: Above Expectation

Growth of Student, Students	1	2	3
Personal Satisfaction	1	2	3
Support of School Personnel	1	2	3
Administrative Support	1	2	3
Volunteer Time Allotment	1	2	3
Volunteer Training	1	2	3

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of Volunteer \_\_\_\_\_

Date: \_\_\_\_\_



## Appendix G

### Chrysler Fund/*World of Work* Challenge Mini-Grants

#### Background:

In March, 1992, Chrysler Corporation was awarded a \$5,000 prize by Prevention Magazine. At the suggestion of the Chrysler Education Task Force, this award was deposited in the Chrysler Corporation Fund and designated for projects in *World of Work* Schools.

#### Guide-lines for Awarding *World of Work* Challenge Mini-Grants:

1. Limited to *World of Work*-related projects at schools currently participating in the Chrysler *World of Work* Program.
2. Grants are generally limited to one per school per year, except in unusual circumstances at the discretion of the Education Task Force.
3. Maximum award from Chrysler Fund is \$500 or one-half the total cost of the proposed program/project, whichever is less.
4. Grants approved are contingent upon school raising one-half of the cost of the project from other sources, e.g., parental donations, corporate or foundation contributions, student fees.
5. Grant request must be submitted by the school, with the endorsement of the local *World of Work* Coordinator, to the Chrysler Fund for consideration.
6. Grant application must include brief description of the proposed program, number of students served, total budget, sources of funding, number of *World of Work* volunteers involved in project and expected outcome.
7. Grant may be renewed for a second year following review of first year results.
8. All grant applications will be reviewed by the Chrysler Education Task Force, with final approval by the Chrysler Fund.
9. In all cases, if a grant is approved, the check will be made payable to school or to an approved 501(c)(3) organization.

#### Further questions may be addressed to:

Manager  
Chrysler Corporation Fund  
12000 Chrysler Drive  
Highland Park, MI 48288





Valerie A. Becker  
National Education Program Administrator  
12000 Chrysler Drive  
Highland Park, MI 48288-1919  
(313) 956-0607















# Mt. Auburn Associates

408 Highland Ave., Suite 410, Somerville, MA 02144 • (617) 625-7770

## MEMO

TO: Mayor Mitchell  
Fall River Partnership

FROM: Beth Siegel  
Michael Kane  
Devon Dornan

RE: Enclosed Draft Fall River Report

DATE: January 26, 1994

Enclosed is a draft copy of the Fall River Economic Development Plan. We would encourage you to read the draft carefully before our meeting on February the 3rd. At the meeting, we will discuss changes and modifications to the report. Shortly after the meeting, we will prepare the implementation component of the plan.

We look forward to seeing you on the 3rd.

Thank you.



**Mt. Auburn Associates**

**Economic  
Development Plan:  
City of  
Fall River**

**DRAFT**

**Submitted to:**

**Mayor John Mitchell  
and  
Fall River Office of  
Economic Development**

**Submitted by:**

**Mt. Auburn Associates**

**408 Highland Avenue, Somerville, MA 02144  
Telephone: (617) 625-7770**

**January 25, 1994**





## **Chapter One:**

### **Introduction**

#### **1.1 Purpose of the Project**

Fall River is confronted by two conflicting images of itself and the city has to come to grips with this split in its personality if it hopes to succeed in building a vibrant and productive economy.

Like many other older, industrial cities in New England, Fall River suffers under the weight of powerful forces: a decline of its traditional manufacturing base, a stubborn provincialism that keeps the city somewhat isolated, a tendency to promote and embrace "its own" to the exclusion of new blood and leadership, limited success in carrying out a number of key economic and educational plans, and a focus on relatively short-term fixes for an economy that requires long-term investment.

On the other hand, the city also recognizes that it has made considerable progress in the last several years: while some industries have declined, there are many companies in the industrial base that are making significant changes and improvements in the workplace through new technology and investments in the workforce; the city's economic development capacity is quite strong and in the eyes of many regional and state economic development officials, Fall River has a reputation as being effective and resourceful; business and community leaders have joined forces to make improvements in the city's physical infrastructure and on the waterfront; relationships with the area's higher educational institutions are bringing new resources into the city; and a plan for school reform, unfortunately delayed in its implementation, did bring scores of community representatives together to develop a comprehensive blueprint for excellence in the schools.

To build the kind of economy it wants, Fall River needs to do several things in the *near-term*: work to overcome its negative self-image; focus on its strengths and develop the political and organizational will to overcome its fractious divisions; get beyond the sense of failure and powerlessness; and succeed on short-term, tangible projects to develop a sense of accomplishment and momentum.



In the *long-term*, the city needs to build *a new culture and environment for economic development*. If the city can construct an environment that encourages risk-taking, innovation, removing barriers, and inspiring people to take initiative, then it will have a much better chance of creating a healthy, productive economy. The new culture and environment will support existing businesses and help them be more competitive. It will encourage new business development from within the city, an important source of job creation. And, it will provide a foundation for selectively targeting new companies to locate in Fall River.

This report is designed to help Fall River address both the short- and long-term challenges it faces. The report, however, is based on several key themes. These themes are essential for the city to keep in mind. They will guide the recommendations offered in the report and they will provide the basis for establishing a new culture and environment for economic development.

1. Build strong, committed leadership.

The city needs leadership from the public and private sectors that will encourage older businesses to be more flexible, innovative, and smart, and that will support the creation of new businesses. The new leadership also has to communicate a broad vision for the city's economy, and take a long-term view of economic rebuilding. The leadership also has to forge a culture of cooperation and instill a bias toward action and implementation.

2. Encourage new entrepreneurs.

The city, principally through its older industrial sector, was once a hotbed of entrepreneurial activity. Many businesses failed, but hundreds were able to sustain themselves and these companies provided revenues and jobs for the city. Once again, the city needs a pool of new entrepreneurs to take the place of businesses that are no longer in existence or are not able to remain viable in the competitive marketplace.

3. Organize key resources.

All of the resources necessary to support and encourage a new class of business owners need to be in place: capital, skilled workers, a network of technical resources and expertise, market information, development facilities, and a strong education system.







4. Foster innovation.

Sources of innovation for both old and new businesses are crucial. The demands of the global marketplace make it imperative that companies innovate, otherwise they die. Sources of innovation typically are found in the leadership of existing companies, in colleges and universities, and in public and private research institutions. Building partnerships with key organizations and institutions will keep existing and new businesses fresh and innovative.

5. Focus on quality.

The city should be seen as a place of quality -- quality in its manufacturers, its governance, its delivery of services and resources, in its school system, and in its leadership. No business or community can compete without an absolute commitment to quality.

6. Support a cooperative community spirit.

Cities cannot succeed on their own strengths and resources -- they need to view themselves as elements within a larger economic framework. Developing a more productive network of communities and organizations will make Fall River as well as southeastern Massachusetts stronger. The city needs to be more open-minded in its thinking and inclusive of other communities and individuals in its quest for a more resilient and viable economy.

In addition to the above, Fall River will also need to address other issues as it faces its economic future.

*First, the entire New England economy is in the midst of one of the worst recessions in decades. Jobs have been lost at an astounding rate. And while there is some evidence that the bottom has been hit, there is little optimism about a strong and quick recovery.*

*Second, the position of the U.S. in the international economy has changed dramatically. Today, U.S. companies are actively competing within a world economy. A successful company must be able to reach international markets and compete on the basis of technology, service, quality, and price with companies based throughout the world. This means that companies need to have a skilled workforce, invest in new process technologies, develop the organizational and management structures needed to produce quality products and provide quality service, and invest in the research and development needed to keep products competitive on the international market. Moreover, advances in transportation and*





communication have vastly increased the possibilities for U.S. companies to produce offshore. The recent passage of NAFTA presents particular challenges to Fall River, with its large dependence on the garment industry.

*Third, within the city of Fall River there has been a weakening of its leadership base.* The loss of a strong, locally-owned business base (particularly in the banking community) has left the city with fewer active private sector leaders with an interest in taking an aggressive role in shaping the city's economic future. Moreover, many community leaders have worked hard and long on the full range of challenges the city has faced (governance, education, as well as economic development). A new generation of community leaders, with renewed energy, is now needed to supplement and follow up on the extensive work undertaken in the past 15 years.

Recognizing these changing conditions, the mayor, along with other key leaders in the community, have taken the lead by sponsoring the development of a strategic plan to ensure that the city is able to face these new challenges. The purpose of the strategic plan is to:

- ◆ improve understanding of the economic structure of the city;
- ◆ assess the needs of the city's existing businesses and develop mechanisms for meeting those needs;
- ◆ identify key industries to target for growth and attraction and develop a strategy for promoting targeted industries; and
- ◆ develop an overall action plan for improving the economic conditions of Fall River and the quality of life of its residents.

*The preparation of a good regional strategic plan is absolutely essential for effective economic development.* Economic development is not about simply going out and finding new jobs. These new jobs may pay poorly or may last no longer than two years before moving to another site in another country. Rather, the function of economic development is to create a system that promotes *sustained growth in jobs and income* -- a system that encourages local entrepreneurship and initiative-taking; that creates a climate making the city attractive to outside manufacturers for the *long-term*, not just a few years; that encourages local manufacturers to constantly improve their products, expand their markets, and have the flexibility to meet changes in the marketplace; and that results in the various institutions in the city (community organizations, education, businesses) working together with a common purpose and common agenda.





Developing an effective strategic plan is just the first step in the economic development process. It takes the patience and energy of the leaders of the city – political, business, and community organizations -- to see this plan through and to make the necessary commitment of time and resources to implement the recommended actions.

## **1.2 Methodology**

Mt. Auburn Associates has spent the past five months seeking to understand the forces affecting the city's economy, the barriers to growth, and the opportunities for further development. Specifically, the development of the strategic plan involved the following steps:

### **1. Economic audit of the economy.**

Mt. Auburn Associates undertook an analysis of the economic performance and structure of the city's economy. In this analysis, we particularly focused on the economy's *traded sector*, that part of the economy that exports goods and services outside the region and, thus, brings in the income that drives the rest of the economy.

### **2. Identification of business needs.**

Through a survey of manufacturers and other major employers, and one-on-one interviews with business leaders in the city, we sought to better understand the key issues and opportunities in the business community. A mail survey was sent to all of the manufacturers and key service sector employers located in Fall River. Eighty-eight companies employing 9,900 workers responded to the survey. This is about 37 percent of the non-government, non-retail employment base in the city. The employers responding accounted for close to 70 percent of all the manufacturing jobs in the city.

### **3. Analysis of the economic resource base.**

We undertook an analysis of the building blocks of the regional economy -- its labor force, employment and training programs, institutions of higher education, physical infrastructure, and financial institutions. In addition to collecting general information on these areas, Mt. Auburn interviewed key actors in the financial industry, the education and training community, economic development institutions in the region, and institutions of higher education and research organizations.



#### 4. Identification and analysis of key target industries.

On the basis of the prior analysis, Mt. Auburn Associates developed a number of criteria for choosing industries on which the region should focus its development efforts. It is important that Fall River pursue several approaches to development -- not only *attracting* existing companies, but also encouraging new local *startups* and the *retention and expansion* of employment in existing firms. We identified target industries for each approach to development.

### 1.3 Organization of the Report

The strategic plan for Fall River is organized as follows:

*Chapter Two: Economic Overview*

*Chapter Three: Economic Resource Base*

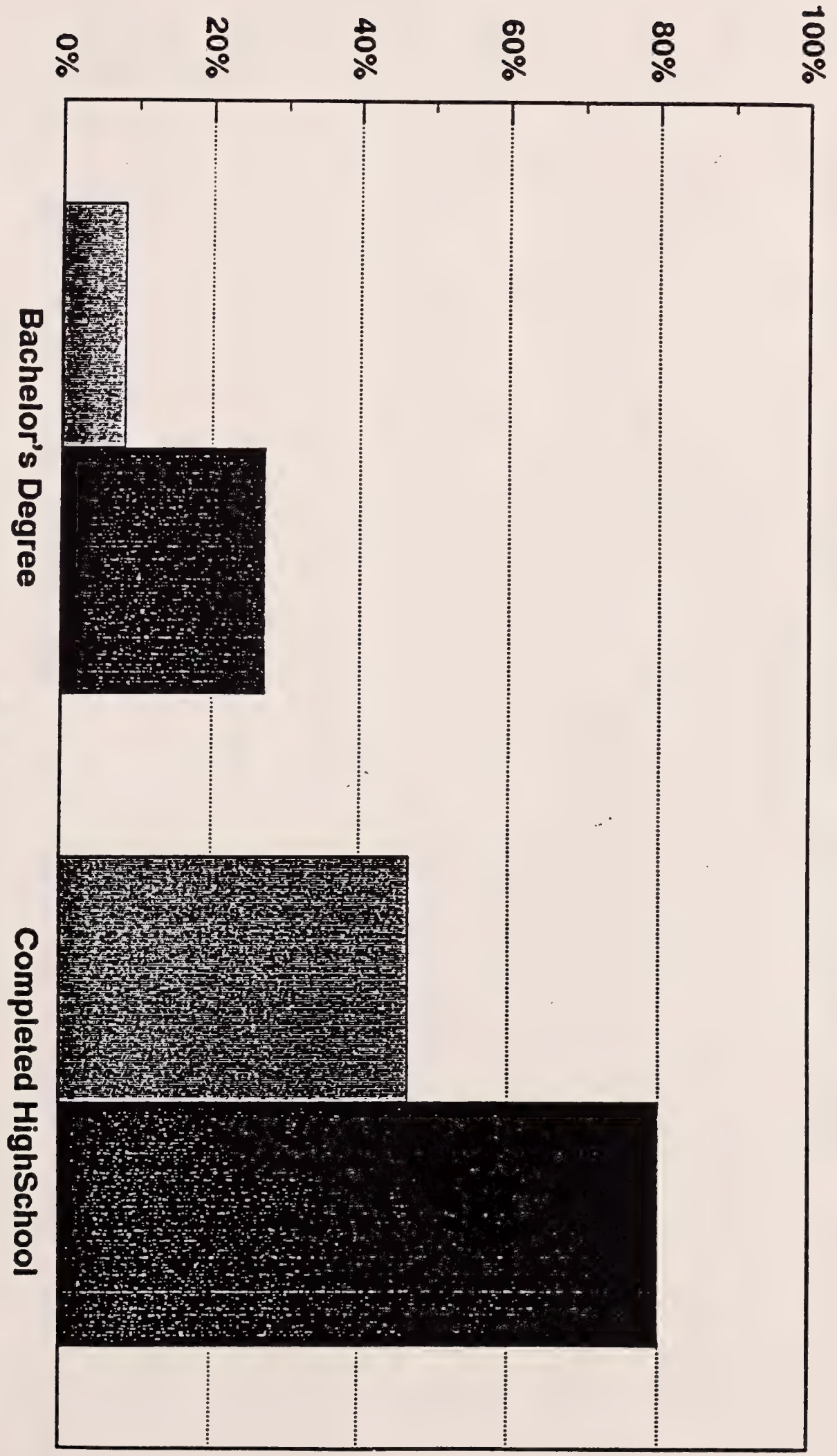
*Chapter Four: Recommendations*

*Chapter Five: Implementation Plan*





# Fall River Educational Attainment

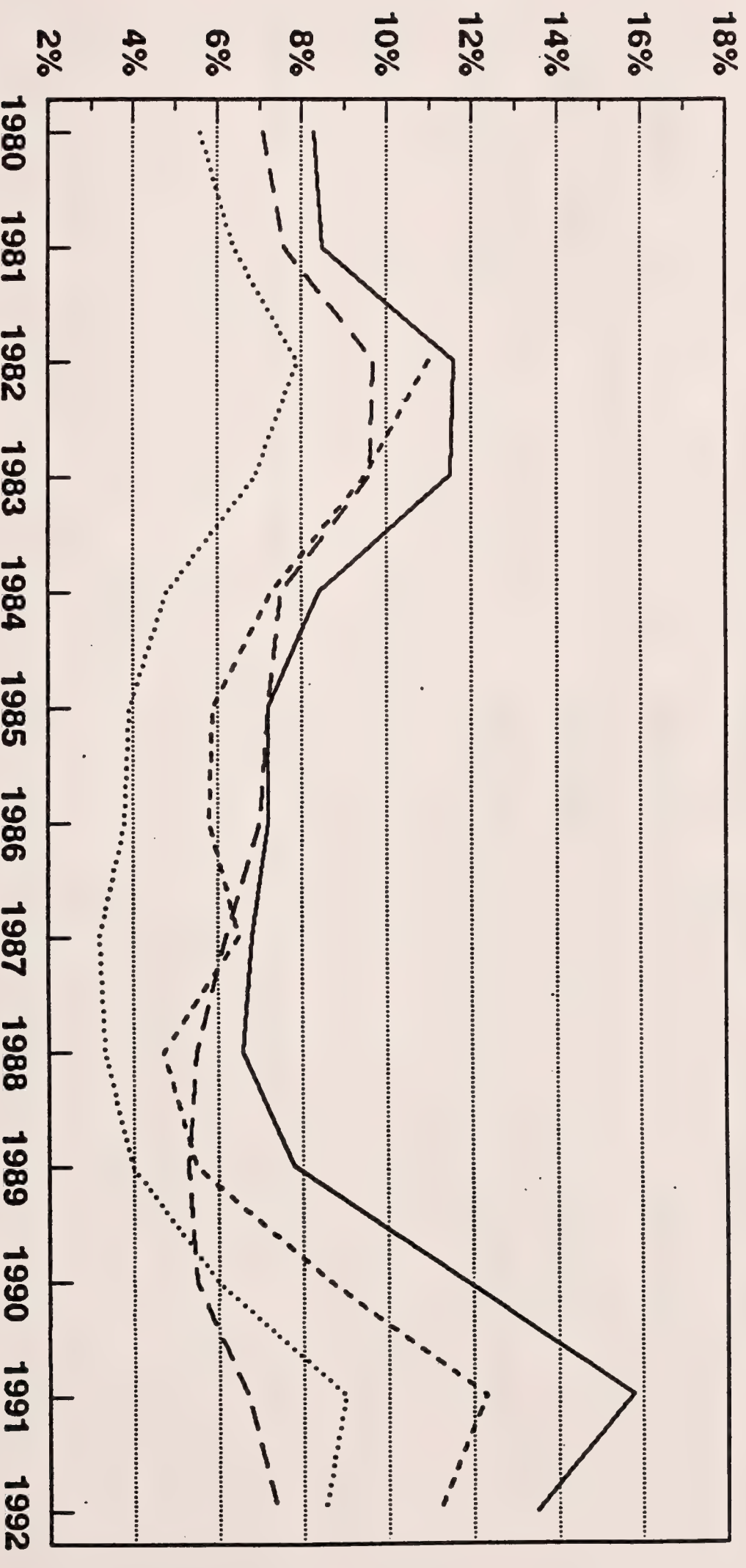


Source: U.S. Bureau of the Census

 **Fall River**  **Massachusetts**



## Unemployment Rates Fall River, Southeastern MA, Massachusetts, U.S. 1980-1992



Source: Massachusetts Department of Employment  
and Training; U.S. Bureau of Labor Statistics





Income Status in 1989

	Median household income	Per capita income
Fall River	\$22,452	\$10,966
Bristol County	\$31,520	\$13,853
Massachusetts	\$36,952	\$17,224

Source: U.S. Bureau of the Census



- ◆ Fall River residents are concentrated in occupations that serve the large manufacturing base in the city. One in five Fall River residents were employed as machine operators, assemblers, or inspectors, quadruple the average concentration in the state; 13 percent were employed in precision production, craft, or repair occupations compared to a state average of 10 percent.
- ◆ The Fall River labor force fills less professional or managerial jobs than is the norm statewide. Approximately 18.5 percent of the labor force is either professional, technical, or managerial, which is about half the concentration seen across the state.
- ◆ The occupational mix of Fall River has changed dramatically since 1980. Although Fall River is still underrepresented in terms of managerial and professional positions, these occupations grew dramatically during the 1980s – managerial positions expanded by 58 percent. At the same time, the number of Fall River residents employed in production-oriented occupations declined by 32 percent.

*In general, there is no shortage of available labor in Fall River.* While the economy in Fall River has improved in the past two years, the city continues to face double digit unemployment rates. According to recent statistics from the Department of Employment and Training, Fall River has more than 4,500 people seeking jobs. Local employers described job openings for which they would receive hundreds of applications. The availability of a large pool of labor has historically been considered an asset by Fall River employers, particularly in industries such as apparel manufacturing that were able to locate workers quickly for their erratic employment cycles. According to survey results, the availability of labor remains an asset in employers' eyes of the Fall River business environment, placing it as one of the top ten positive factors.

*While there is no shortage of labor, employers are still having trouble finding skilled production workers. Filling positions within particular industries can also be more difficult.* One in four respondents expressed difficulty recruiting skilled production employees, while just over 10 percent reported difficulty locating semi-skilled production.

The ability to attract workers also depends on the industry that has job openings. The apparel companies, which tend to offer lower wages than other local employers, suffer from an image problem locally and can not always locate the workers needed.





*The survey responses also show the following regarding the future labor needs of Fall River businesses:*

- ◆ Despite the decline of the local apparel industry, many firms expressed the need for more sewing machine operators. More specific occupational needs for the apparel industry, such as pleaters, embroiderers, sample and pattern makers, were also cited. The inability to attract workers into the apparel industry, combined with the aging of its existing labor force, is cause for concern for many apparel manufacturers.
- ◆ Fall River businesses anticipate needing people with more experience and greater comfort working with computers. These skills are needed both in an office setting as well as in production where the need for CNC operators is expected to rise.
- ◆ There is also a future need for more skilled production workers. Occupations that businesses anticipate hiring in the future include: welders, fabricators, sheet metal mechanics, and skilled chemical production workers.
- ◆ Upgrading the most basic skills of the labor force was also considered a priority by a number of firms as they assessed their future employment needs. Basic math, English, and language skills were frequently mentioned.
- ◆ Noted both in the surveys and in the Roundtable discussions with businesses is employers' difficulty in locating experienced supervisors. Employers noted that they often have to recruit from outside the region for production supervisors.

### **3.1.1 Findings**

1. As much as any other factor, Fall River's economic future will depend on its ability to meet industry needs for well-trained, highly-skilled workers.

National and international trends in demographics, global competition, education, and new job generation all point to the increasing importance of skilled labor availability in industrial location decisions. Fall River's labor force is currently not at the educational level to meet the demands of that changing marketplace and will need to make significant strides in both its primary and adult vocational training in order to meet the current challenges.



2. Many Fall River employers indicate that projected employment needs suggest that future requirements are becoming increasingly sophisticated.

Even in the industries that recruit low-skilled workers, the introduction of new technology will greatly increase the skill level of the employees needed to operate the new equipment. This will call for the continuing improvement and updating of the education and training systems.

3. The city may have to address some resistance to upgrading the skills and providing better jobs for the Fall River labor force.

Upgrading skills and encouraging better paying jobs for Fall River's workforce does not benefit everyone. While in the abstract, such goals are easy for everyone to support, there is a core of businesses in Fall River that depends on the availability of low-cost labor. Improving unemployment rates, new businesses offering better jobs at higher wages, and improving access to a larger job market all pose threats to the profitability of some city businesses. Rather than ignoring this paradox, plans to upgrade the city's workforce must include these businesses -- to ensure that all interests are recognized and accommodated.

### **3.2 Regional Educational and Job Training Resources**

The need to vastly improve the skills of the American workforce is increasingly recognized as the most critical challenge facing the U.S. economy. Business leaders concur that the nature of the competitive environment has changed forcing U.S. firms to become globally competitive or perish, and the only way to survive is by improving the skills of the American workforce. The consequences of inaction were expressed in the widely respected report by the National Center on Education and the Economy, America's Choice: High Skills or Low Wages, which concludes:

"America is headed toward an economic cliff. We will no longer be able to put a higher proportion of our people to work to generate economic growth. If basic changes are not made, real wages will continue to fall, especially for the majority who do not graduate from four-year colleges. The gap between economic 'haves' and 'have nots' will widen still further and social tensions will deepen."

More locally, the need to upgrade the skills of the region's workforce was the cornerstone of the 1991 report by the Southeastern Massachusetts Partnership, The High Skills Path for Southeastern Massachusetts, which noted, "The key challenge for southeastern







Massachusetts will be how to better deploy investments in youth as well as those who are already in the workplace." The report asserted that training is crucial to generate or attract the types of industries that can both generate new wealth in the region and diversify the area's economic base.

Upgrading the skills of the workforce will depend heavily on vocational and adult basic education. It is not enough to recognize the lack of skills of today's workforce and concentrate improvements at the elementary school. While school reform is critical, it is essential that we not neglect the desperate need to upgrade the existing labor force as well. The U.S. Department of Labor estimates that 56 percent of today's labor force will still be in the labor force in the year 2005. Hence, even if school reform drastically improved skills of the youth population, without corresponding upgrading of the adult skill levels, employers will continue to question the quality of the Fall River labor force.

### **3.2.1 Vocational Training**

Vocational training is a key resource preparing both youth and adults for the complex and challenging economic climate. Vocational job training programs are a critical tool needed to foster skills that allow people without a college degree to access quality jobs and to ensure that area employers have the high caliber workforce needed to compete globally. Primary targets for such programs are school-age youth, welfare recipients and other poor people, current employees, and dislocated workers, typically in manufacturing.

The importance of training to the local economy was reinforced by the results of the survey of Fall River businesses. When businesses were asked what the city could do to help the economy, vocational training and improving the local school system were among the most common responses. Businesses saw the need for both basic education as well as occupational skills development. More technical skills also were of interest to businesses in areas such as ISO 9000 and Total Quality Management.

Fall River has depth and breadth in its training resources. Although the restrictions of federal funding hamper its usefulness, the funding is relatively plentiful. Bristol Community College offers a tremendous array of training from the basic math classes to company-sponsored programs in statistical process control. Fall River is endowed with dedicated community-based organizations making training programs accessible and responsive to the resident's needs. Listed below are the organizations that fund or offer vocational training in Fall River:





### Diman Regional Vocational Technical School

Diman Regional Vocational Technical School services 1,100 students in grades 9-12 from Fall River, Somerset, Swansea, and Westport, although almost 80 percent of the students are from Fall River.

Diman offers 15 four-year shop programs: air conditioning and refrigeration; auto body; auto mechanics; building maintenance mechanic; culinary arts, drafting; electricity; electronics; graphic arts; health careers; house and mill carpentry; machine shop; metal fabrication and welding; painting and decorating; and plumbing. The school also operates one post graduate program in licensed practical nursing.

To make the goals for students more concrete, Diman has developed an impressive certificate of occupational proficiency that serves as a method of evaluation to a student in addition to regular report cards. The certificate documents a student's proficiency based on specific skills within his trade.

To facilitate communication between the school and the private sector, Diman has a 16-person advisory committee with representatives of industry, parents, and students. The committee's role is to review Diman's curriculum and equipment needs in light of the rapid changes in the private sector. Similarly, each shop has an advisory committee to address the specific curriculum and equipment requirements of the shop. The advisory committees have been instrumental in allocating supplemental funds that Diman has received from Perkins grants. (The Perkins grants have channeled about \$190,000 a year to upgrade the trade programs that attract special populations.)

Diman gradually eases as many students as possible into the workforce through a cooperative education program. About a quarter of the senior class was involved in a work coop with a company in its area of concentration. Students and the school would like to expand the program, but they have had difficulty locating more companies to participate in the program.

### B.M.C. Durfee High School

With about a third of all high school graduates in Fall River going directly into the workforce, the vocational training offered to high school students is crucial in preparing them for future employment. About 450 of the 2,700 students at Durfee High School participate in the vocational training offered in ten areas of specialization. Students opting for the





vocational program at the high school choose a vocational major in their sophomore year after exploring four vocational areas in their first year. Students then complete a half-day of academic courses and a half-day of vocational classroom training.

Students have the choice of ten different majors: baking, commercial art, computer programming, child care, nursing assistant, industrial sewing machine mechanics, small engine repair, appliance repair, restaurant management, and hairstyling. Interest in the specialties varies year to year. The only program to have been discontinued was the vocational sewing program that was canceled due to lack of interest.

Like Diman Vocational School, each major has an advisory board to seek industry input on needed curriculum and equipment changes. Additional industry input appears limited, however. The program does not include an internship or apprenticeship or other on-the-job experience.

### SER/Jobs for Progress

SER/Jobs for Progress is affiliated with a national Spanish human service agency, Service Employment Redevelopment. The organization developed primarily to serve the needs of Fall River's Portuguese population; however, the staff has begun to service some of the growing non-Portuguese populations as well. The community-based organization estimates conservatively that it works with about 2,500 people a year.

SER offers ESL classes, Adult Basic Education classes, GED classes, parenting skills classes, and runs an alternative high school. SER also offers adult vocational classes. SER/Jobs for Progress currently offers training in computer-word processing, clerical-secretarial, and accounting. It has at other times offered training in medical billing, occupational and physical therapy, nurses assistants, machine shop, and sewing machine operation.

SER has also been involved in providing workplace on-site training. The organization is currently working on programs for Deknatel and Quaker providing adult basic education through funding from the State Department of Education, Bureau of Adult Community Services. While the actual number of people enrolled in the on-site programs is fairly low, these programs are particularly significant because they represent one of the few training programs designed to provide skills upgrading at the work site in Fall River.





### 3.2.2 Public Schools

As effective and important as vocational education can be, offering occupational training to those not capable of basic math, writing, and reading is like trying to heal a gaping wound with only a small band-aid. Public education builds a foundation that prepares students for whatever their future plans, whether it be direct entry into the workforce, vocational training, or college.

The quality of public education in Fall River will have an important influence on the community's ability to generate an appropriately skilled workforce. A good elementary and secondary education provides the foundation of communication skills, reasoning ability, and basic technical knowledge on which students can develop the specific technical, professional, and managerial skills needed in today's workplace.

Expansion Management is a critical industry publication for companies that are thinking of relocating. The magazine's September-October 1993 issue notes the obvious link between the quality of the workforce, the quality of the schools, and economic development:

"Finding a good district that can produce the high school graduates who will join this new workforce is an important part of the relocation decision. The question, 'Where do we find the good workers?' has become, in part, 'Where do we find the good schools?'"

Much has been written in Fall River about the need to upgrade the quality of the city's schools. From reports addressing the structural needs, the Ganbatte report in particular, to comprehensive educational reform such as Fall River 2000, the strengths, weaknesses, and needs of Fall River schools have been analyzed extensively. In our resource analysis of the city, we did not intend to duplicate the work that has been done on this topic, but to comment on school reform as we see it relating to the current economic development plan.

Fall River has a rich history of strong cooperation and leadership from the business community supporting reform of the area schools. However, current economic conditions, compounded by the political pressures of school reform, dictate that now more than ever it is important that the schools create a unified effort with local government, the business community, and the general public to develop shared and achievable goals for the city's schools.

The private sector collaboration with the city's schools intensified in recent years. In 1991, the Fall River Task Force and the Chamber of Commerce merged their individual efforts forming the Coalition for Excellence in Education. The Coalition is a community





effort that has worked to include the voices of a wide range of stakeholders. Through its conference and working groups, the Coalition developed Fall River 2000, a mission statement for school reform that touched on the following areas: adult literacy and lifelong learning; early childhood development; community involvement; curriculum development and teacher preparation; parental involvement; school assets and technology; school management and accountability; and social services integration. Fall River was the first city in the commonwealth to adopt the goals of America 2000.

Despite the labors of so many people, there is consensus that much work remains to be done to improve the schools. Low levels of academic performance and high dropout rates continue to plague the system. Official methods of calculating the high school dropout rate do not fully reflect the enormity of that problem. Estimates from school department officials place Fall River's dropout rate at over 30 percent. An additional third of students who do stay in school through graduation go directly into the workforce. Of those who are on a college bound track, SAT scores fall far below national averages – combined SAT scores of 766, compared to a national average of 896. Expansion Management's Education Quotient, which rated school districts across the nation on a scale of 50 to 150, gave Fall River an overall score of 77, one of the lowest reported in all of New England and the Northeast.

Discussions with those involved in Fall River 2000, members of the School Department, and human service agencies working with youth identified key challenges to improving local education:

- ◆ *The biggest problem facing the school system is the lack of widespread community support for education.* The Fall River community does not appear to have a strong, sustained commitment to the schools. Support is lacking and it has a very adverse impact on the schools. Also, the immigrant population has a conflicted relationship with the schools. Many former and recent immigrant groups came to the United States, in general, and Fall River, in particular, in hopes of improving their economic status. That is, jobs and income were very important motivators in leaving their native country. Education, in many instances, was either not available or was not a top priority. Consequently, parental support for immigrant children to complete a high school education is not forthcoming. The primary emphasis is on getting a job.

Some express concern that part of the lack of community support for the schools is due to a lack of outreach by the schools to families with ethnic and language barriers. Consequently, few of these parents become involved with the schools. Educational reform will force the formation of





parent councils in each school that, with proper outreach to potentially disenfranchised populations, could be an excellent vehicle to involve a wider array of parents in the planning process.

- ◆ *The lack of family support for education is reinforced in the workplace by employers who do not differentiate between those who have a high school diploma and those who do not.* Fall River's employment base, which has been so heavily oriented toward low-skilled jobs, creates little incentive to further one's education, particularly if the types of jobs and pay scale do not reward people for their additional academic training.
- ◆ *Young people will often choose the job market over completing high school.* Particularly in times of rapid economic growth, such as in the 1980s, students had many low-skilled job opportunities available to them. These jobs often appeared as a viable alternative to completing high school.
- ◆ *The process and thoughtful reform proposals of Fall River 2000 are an excellent starting point for the city.* The report clearly sets a very ambitious and comprehensive framework for school reform. Many of the proposed initiatives are thoughtful and consistent with the state's educational reform program. As good as the report is, however, there are several issues worth noting. Teachers in the school system did not feel they were extensively involved in the process and, as a consequence, they do not have as strong an institutional commitment to the plan as they should. Secondly, the difficulties the plan has with respect to implementation have left some people in the community very concerned about the plan's long-term viability. There needs to be more momentum and a more tangible sense of accomplishment if the plan is going to recapture the enthusiasm it once generated.
- ◆ *School administrators and committee members need to overcome the public perception that the system is insular and responsive more to politics than genuine educational concerns.* Interviews with business, school, community, and political leaders present an image of the schools as being a very closed system. That is, it promotes from within, it directly or indirectly discourages people outside of Fall River from being hired, and it lacks the kind of commitment needed to incorporate the new thinking and initiatives contained in educational reform proposals. The challenge is for school leaders to work to overcome this public perception.





The challenges faced by area schools are enormous. However, due to state educational reform efforts, national educational reform movements, and the local economic development process, a unique opportunity exists to work closely with the schools and to build common goals for educating the region's children.

### **3.3 Research and Technology Applications**

The southeastern Massachusetts region is home to a number of public and private research institutions. Each has considerable potential to help the Fall River economy. The institutions have extraordinary intellectual resources. They bring substantial research dollars from state and national resources, provide good-paying jobs in blue and white professions, offer faculty expertise to solve real-world problems for communities and for businesses, and create business opportunities through research, commercialization of research, and technology transfer.

#### **3.3.1 UMASS Dartmouth**

When asked about the University's role in economic development in the region, one of the UMASS Dartmouth administrators interviewed for this report, responded, "Everybody's still feeling their way around, but we're going in the right direction. The time is right and the culture is right."

The University had its origins in the textile industry in the late 1890s. The New Bedford Textile Institute and the Bradford Textile Institute set the stage for what ultimately became the University of Massachusetts Dartmouth. In the interim, the University was also known as the Southeastern Textile Institute as well as Southeastern Massachusetts University. UMASS Dartmouth is now one of four University of Massachusetts campuses; the others are UMASS Lowell, UMASS Boston, and UMASS Amherst.

There are five colleges within the University: Arts and Sciences; Business and Industry; Engineering; and Visual and Performing Arts; Nursing. The colleges that are most relevant to this report are Business and Industry, and Engineering.

The appointments of the new president of the University of Massachusetts and the new chancellor at UMASS Dartmouth have almost catapulted the University into a position of leadership in the economic development of southeastern Massachusetts. The new president provided each of the area campuses with a vision and a challenge to see themselves as part of the engine that drives each regional economy. He set the theoretical framework and context for this aggressive agenda in numerous meetings and policy discussions around



- ◆ toolmaking;
- ◆ telecommunications; and
- ◆ environmental industry.

In addition, the Compact sets out concrete goals and objectives for economic development in the region and benchmarks for measuring its success.

### **3.5 Physical Infrastructure**

#### **3.5.1 Industrial Land**

The availability of land for industrial development is of considerable concern to Fall River. In recent years, the major source of land for industrial development has been the Fall River Industrial Park. The industrial park was developed by the Greater Fall River Development Corporation, a private economic development organization capitalized by local business owners. The corporation contracts with the Fall River Office of Economic Development to market the park. The park is approximately a 1,000-acre park. It has water, sewer, and gas connections, and direct access to Route 24.

Currently, the park is almost filled to capacity. It has only about 50 to 70 remaining acres suitable for development. There is also one 20,000-square-foot building currently for sale.

Other facilities and sites in Fall River suitable for industrial uses are very limited:.

- ◆ A regional inventory of industrial land completed by SRPEDD identified 162 net developable acres of industrial zoned land in Fall River outside the industrial park. This included 43 class A (ready to develop) acres, 101 class B (lacking some utilities and/or excellent access), and 18 class D (infill – 10 acres or less).

These sites were scattered throughout the city. They included 77 developable acres on six parcels in the waterfront area (the largest 31 acres), two 15-acre parcels in the Cook Pond area, and a 55-acre site at the junction of I-195 and Route 24.





## Chapter Four

### Strategic Plan

#### 4.1 Introduction

In order to respond to the economic challenges faced by Fall River, its residents, businesses, and political leaders have developed a long history of coming together to understand the community's strengths and weaknesses, and to initiate strategic plans that build on strengths and address weaknesses. For example, in the early 1950s, the city analyzed its competitive position and identified the need for modern industrial buildings to attract new industry and diversify its industrial base. The community as a whole came together, and the Greater Fall River Development Corporation was born and capitalized through the sale of stock to businesses and residents.

Fall River is again at a key point in its history. Again, the residents, businesses, and political leaders in the city must come together to offer a common vision about the future and take the bold steps that are needed to implement this vision.

In the current economic environment, there is no quick fix. There are limits to what actions those on the local level can take to counter international and national economic trends or to compensate for federal and state policies that may provide barriers to economic opportunity for Fall River residents. The mission of the concerned residents, businesses, and community organizations in Fall River should be to act now to address immediate economic needs while at the same time to build new cooperative relationships and to sow the seeds for a healthy economy in the future. Such an economy must be *resilient* in the face of changing economic conditions, *flexible* in adapting to change, able to *build workforce and entrepreneurial skills*, able to *generate good quality jobs*, and able to *strengthen the quality of life for all city residents*.

This strategic plan is designed to meet this mission by identifying a set of specific actions that can be taken to address the key challenges faced by the city, both in the short run as well as the long run. While not all elements of the strategy can be achieved, the intention



is to provide a more comprehensive vision of where Fall River can be in the next decade, and what actions could be taken by the city, the business community, the residents, and community organizations to work to achieve that vision.

## **4.2 Principles in the Design of the Strategic Plan**

*The first key principle guiding the design of an economic development strategy for Fall River is that positive adjustment to the economic changes requires that old ways of thinking about the city must be refined.*

*The second principle is that the city's approach to economic development should not focus solely on attracting business to the city. There is a critical need to balance recruitment efforts with an active strategy aimed at halting the job loss in the region, strengthening existing companies, and creating a new generation of entrepreneurs.*

*A third principle is that wherever possible the role of the city of Fall River would be that of a catalyst -- making things happen in the private sector and in the nonprofit sector. This strategic plan is not aimed solely at the city of Fall River. Ideally, the role of the city should be to help build institutions that will guide the city's economic development agenda in the long run and to help strengthen the existing community-based organizations in the city. The city has limited resources and staff that can be expended on economic development and much of the existing staff capacity is required to manage short-term development issues. Rather than stretch the existing staff further, the city should play the role of helping to facilitate and oversee economic development efforts undertaken by new partnerships within the city.*

*A fourth principle is that an economic development strategy must be comprehensive in nature, addressing the barriers that limit the access of Fall River residents to regional jobs as well as strengthening the employment base within the city. Economic development is not the same as economic growth. Economic growth implies simply actions that will lead to new economic activity within a community. In contrast, the goal of economic development is to create shared and sustainable improvements in the economic well-being of a community's residents. This requires attention to job quality, who gets the jobs being created, who benefits from economic growth, and improvements in a community's economic resource base through investments in people, physical infrastructure, institutions, and quality of life. Thus, most aspects of a city -- its education and training system, its public works, and its basic services -- are all related to its economic development efforts.*

In light of these principles and the findings of the strategic analysis, we developed seven main strategies for meeting the challenges ahead:







1. *Build Stable, Long-Term Institutional Capacity in the City*
2. *Strengthen Existing Manufacturers in Fall River*
3. *Support New Enterprise Development and Small Business*
4. *Invest in the City's Physical Infrastructure*
5. *Invest in Human Resources Through Education and Training*
6. *Enhance the Quality of Life and Image of the City*
7. *Strategically Attract New Investment and Companies*



in the program will reduce the paperwork and, consequently, make the program more appealing to companies. The application process for the program should also be reviewed to ensure that it is easy for immigrants to become involved.

*Develop a supervisory training program for area employers, particularly manufacturers.* Several CEOs and managers indicated a significant need for shop floor supervisors. Many firms look outside the region to meet their needs because there is such a perceived shortage of skilled supervisors. Faculty at UMD's College of Business and Industry or at BCC could develop a program that would respond to the need for more highly-trained supervisors.

*Invest in new equipment and machinery at Diman Vocational School.* Some of the equipment and machinery at Diman should be replaced and upgraded to be more relevant to the training needs of students and area companies.

3. Develop a firm action plan for bringing swift change and results to the schools based on the principles outlined in Fall River 2000.

Through a grass-roots, community-focused effort, Fall River has designed a comprehensive plan for improving the schools. The plan has educational integrity, and although it may not have all of the answers for school reform, it should be embraced. An entire generation of children could slip through the cracks if these reform principles are abandoned in hopes of devising a new plan. To ignore the work already completed would also create even more cynicism in a city that needs reason for hope, not skepticism.

It is clear the Coalition's plan for the schools is ambitious and highly conceptual. It serves more as a manifesto for future action rather than as a detailed blueprint. Hence, the work of turning the goals into action is a critical one.

In order to achieve the kind of change necessary for school reform requires that people within the system be flexible, creative, and persistent. And while the school system will have to look within in itself to find such leaders, it will inevitably have to draw on outside expertise and new perspectives. Furthermore, in order to restore the confidence of the community in the schools, it is essential that a review of all personnel be completed to ensure that the existing staff has the capacity needed to carry out the educational reform called for in Fall River 2000.

*A School Reform Overseer should be appointed whose full-time responsibility it is to help carry out school reform.* School reform is too large a task to ask volunteers to carry out. It is also too time consuming to expect already overburdened administrators to devote





the amount of time necessary to move this process along. The school reform overseer should work within the school system in close coordination with the superintendent of schools. Besides working closely with the superintendent, the overseer must keep the grass roots focus that the Coalition originally fostered. And in keeping with the broad-based effort, the overseer must also develop a committee drawing both from within the school system (administrators and teachers), and from the community (business leaders, parents, human service providers, non-parent taxpayers).

This is an excellent opportunity to infuse the school system with new blood. A person from outside the school system and from outside the city, who is not encumbered with existing constituencies or entrenched conceptions, is needed to guide the implementation of the school reform proposals.

*In developing an implementation plan, some short-term immediate opportunities should be identified that would build confidence and momentum in the school reform process.* Most people understand that institutional change does not happen overnight. Therefore, to ensure continuing support for the plan, some manageable pieces must be chosen to implement quickly. This would demonstrate the school administration's commitment to breaking the status quo and building community support for more difficult initiatives.

*The schools need a full-time dedicated staff person whose principal responsibility is seeking funds to financially support the innovation and initiative outlined in the Fall River 2000 report.* The Coalition and the school system should jointly employ a grant writer who can assist the schools in applying for and securing money that is targeted to communities undertaking model school reform. While the Coalition has previously developed grant proposals, most notably the proposal to the New Generation of American Schools Corporation, a continuing effort to seek out other funding potential is critical.

Fall River, in particular, must be well poised to attract the funding that will be made available by the Annenberg Foundation. The \$500 million recently pledged to improve the American schools by Walter Annenberg holds significant potential for the Fall River schools if the system can demonstrate its serious commitment to school reform. A vast portion of the Annenberg Challenge money will be managed quite close to Fall River -- at Brown University, either through the National Institute for School Reform or through the oversight of the Brown president, who will direct the work of the Annenberg Foundation. While no formal plan for the exact use of the money has been determined, it is clear that a substantial portion will be used in grant form to city school districts that have undertaken comprehensive school reform.





For a number of education reform grants, it is critical that the process of school reform be already underway. Simply the existence of a plan does not assure foundations that cities have made a serious commitment to school reform. In this context, the Annenberg foundation is discussing Challenge grants that will reward schools that have already initiated reforms.

*Keep industry very involved in the school reform process. Particularly in regard to the use of technology as a learning tool, industry representatives have much to offer and much to gain.* It appears likely that the school system will be in a position, through the assistance of state educational reform, to purchase new technology. Area companies may be helpful to the schools in deciding which technology to purchase. Many firms have already struggled with the application of new technology, and their insights could be helpful to teachers and administrators in the Fall River schools. Furthermore, as the future employers of many of the students currently in the school system, employers should have some input in the type of technology training that students in the system will be receiving.

*Local companies could consider offering Challenge grants to students that would provide some financial incentive to stay on a college-bound track.* This is a model that has worked successfully in other parts of the country. From an early age, a benefactor, in Fall River's case, most likely a sponsoring company, would offer some financial support for college if a student keeps grades above a certain level and chooses to pursue a college education. Scholarships could even be used as a method of keeping promising students in Fall River. The scholarships could be given to students who commit to pursuing a four-year degree *and* commit to returning to work in Fall River for a specified amount of time.

5. Formalize a partnership between the Fall River schools and one or more regional higher educational institutions.

To assist in implementation of the goals outlined in Fall River 2000, the city should consider creating a formal alliance with one of the region's educational institutions. There are several options that Fall River should explore:

*An affiliation with the Coalition for Essential Schools at Brown University.* The Coalition typically works with individual schools within a system rather than with an entire system. However, it uses an innovative approach that a school system could adopt on a more comprehensive basis. Funding is available through the State Department of Education for schools considering the recommendations of the Coalition.

*A partnership with the school of education at an area college or university.* This model has been used in several communities around New England and the country. Essentially, the school of education makes many of its faculty and student resources available





to the host school system. The partnership generally includes curriculum development, teacher training, and innovative learning/teaching teams. This model is quite comprehensive in scope and requires an institutional commitment on the part of the school system.

*A partnership with research institutions in the region.* This partnership would focus on the sciences. There are two initiatives already underway in this regard at the moment. A faculty member from UMD is working with science teachers in area communities, including Fall River. Also, the Marine Biological Laboratory submitted a proposal to a national foundation to work with area school systems in the sciences. If the proposal is funded, Fall River may be one of the host communities.

6. The Partnership should advocate for increased funding for higher education in the region.

Recent cuts in the state's higher education budget have had a very serious and alarming impact on higher education statewide as well as in southeastern Massachusetts. For example, between 1988 and 1991, Massachusetts was the only state in the country to reduce funding for higher education; state support to higher education is currently (1993) 30 percent less than it was in 1989. And, using Bristol Community College as an example, state support for the College went from 80 percent to 50 percent of operating budget from 1988 to 1993. In order to maintain what they consider to be appropriate standards and to provide quality education and services for its students, many of the colleges and universities in the state have had to raise tuition and related fees. This lack of support for higher education undermines the state's and the region's ability to compete. It also makes it extremely difficult for institutions like UMASS Dartmouth and Bristol Community College to play the kind of leadership role each would like to play in the region's economy. The Partnership should advocate strongly on behalf of its public higher education institutions.



# Fall River: How Local Firms Evaluate Factors of Doing Business in Fall River

Factors:	Positive		Neutral		Negative	
	###	%%%	###	%%%	###	%%%
<b><u>Top 10 Positive Factors:</u></b>						
Highway access	68	90.7%	6	8.0%	1	1.3%
Availability of land, buildings	39	65.0%	17	28.3%	4	6.7%
Energy supply	47	62.7%	20	26.7%	8	10.7%
Access to higher education	38	59.4%	22	34.4%	4	6.3%
Utilities — — capacity	42	57.5%	25	34.2%	6	8.2%
Availability of labor	41	52.6%	24	30.8%	13	16.7%
Access to markets	36	50.0%	24	33.3%	12	16.7%
Zoning	30	49.2%	21	34.4%	10	16.4%
Telecommunications	25	49.0%	24	47.1%	2	3.9%
Access to suppliers	36	48.6%	29	39.2%	9	12.2%
<b><u>Top Ten Negative Factors:</u></b>						
Availability of risk capital	13	27.7%	15	31.9%	19	40.4%
Quality of schools	20	29.0%	22	31.9%	27	39.1%
Labor force skills	22	28.2%	27	34.6%	29	37.2%
Energy costs	15	20.3%	32	43.2%	27	36.5%
Availability of bank loans	25	42.4%	15	25.4%	19	32.2%
Utilities — — cost	14	18.7%	37	49.3%	24	32.0%
Quality of state economic development services	15	23.8%	31	49.2%	17	27.0%
Road quality	28	38.9%	26	36.1%	18	25.0%
Rail service	14	46.7%	9	30.0%	7	23.3%
Property taxes	16	24.6%	34	52.3%	15	23.1%

Note: Response rate varies because respondents found certain factors not applicable.  
Source: Mt. Auburn Survey of Manufacturers





# Fall River: Future Plans of Fall River Businesses

**Firms Planning to Expand Operations  
in the Next Five Years**

**65.9%**

**Where Firms are Most Likely to Expand:**

**At current site 74.5%**

**At new site in Fall River 9.8%**

**At new site outside of Fall River,  
but in Massachusetts 5.9%**

**Relocate outside of Massachusetts 9.8%**





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